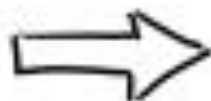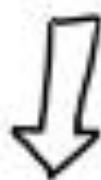SET OBJECTIVES → IDENTIFY RISKS

↑ MONITOR AND REVIEW

DEFINE SUCCESS CRITERIA

↑ IMPLEMENT ACTION PLAN

ASSESS RISKS

↑ PRODUCE ACTION PLAN ←

Now that TAKS is over,

I can _____.

Begin with the end in mind.

Brevity

50-60 **tasks** per hour

Varity

2,000+ **tasks** per day

Fragmentation

60% **of the day is spent** being interrupted

I. URGENT – IMPORTANT

- Crises
  Pressing problems
- Deadline-driven projects
- Meetings
- Preparations

THESE USUALLY GET DONE.

II. NOT URGENT – IMPORTANT

- Preparation/Prevention
- Planning
- Relationship building
- Innovation/Creativity
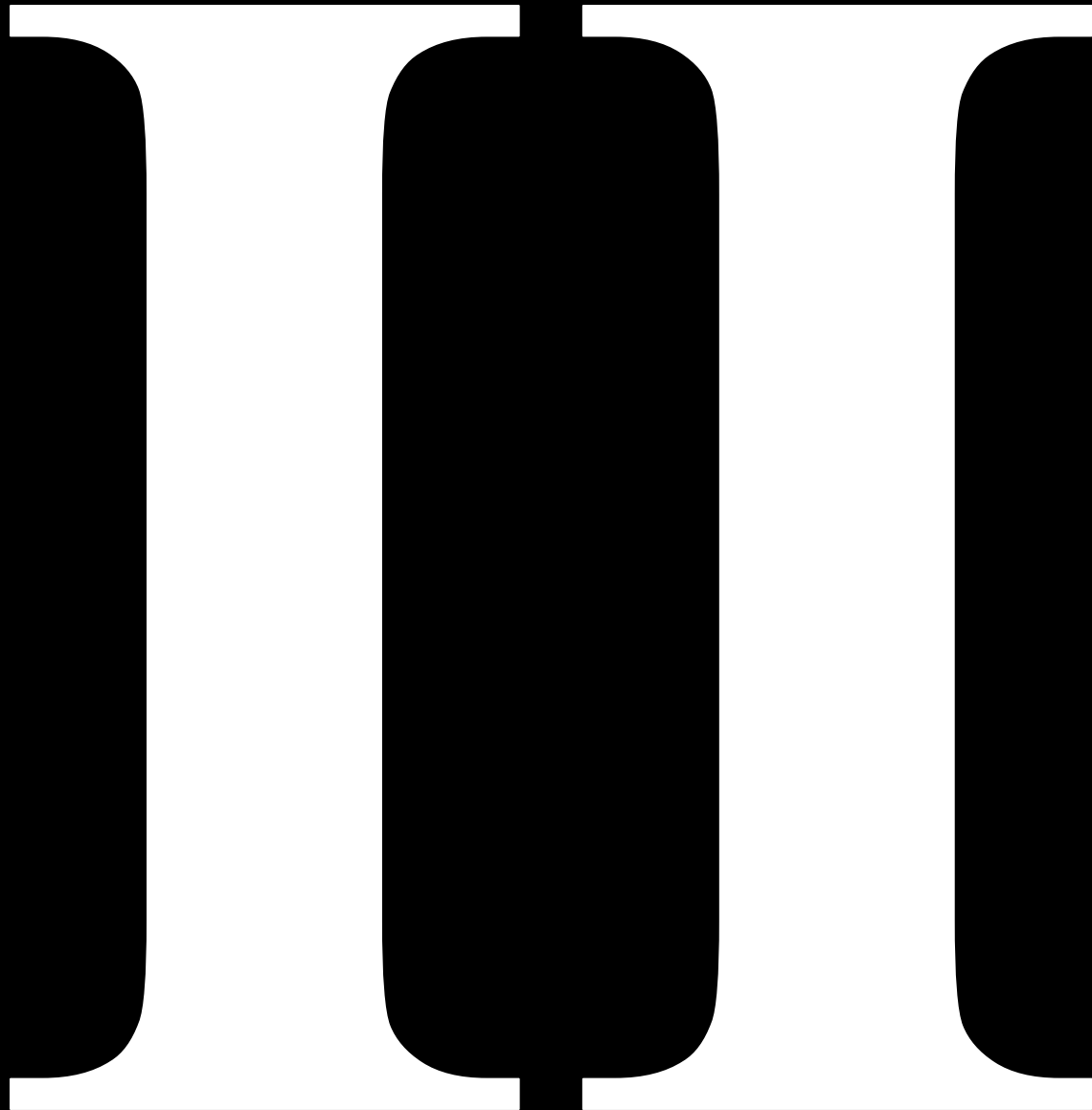- Empowerment
- "Escape" activities
- Work-life balance

THESE ARE HIGH IMPACT – MAKE THEM A PRIORITY!

III. URGENT – NOT IMPORTANT
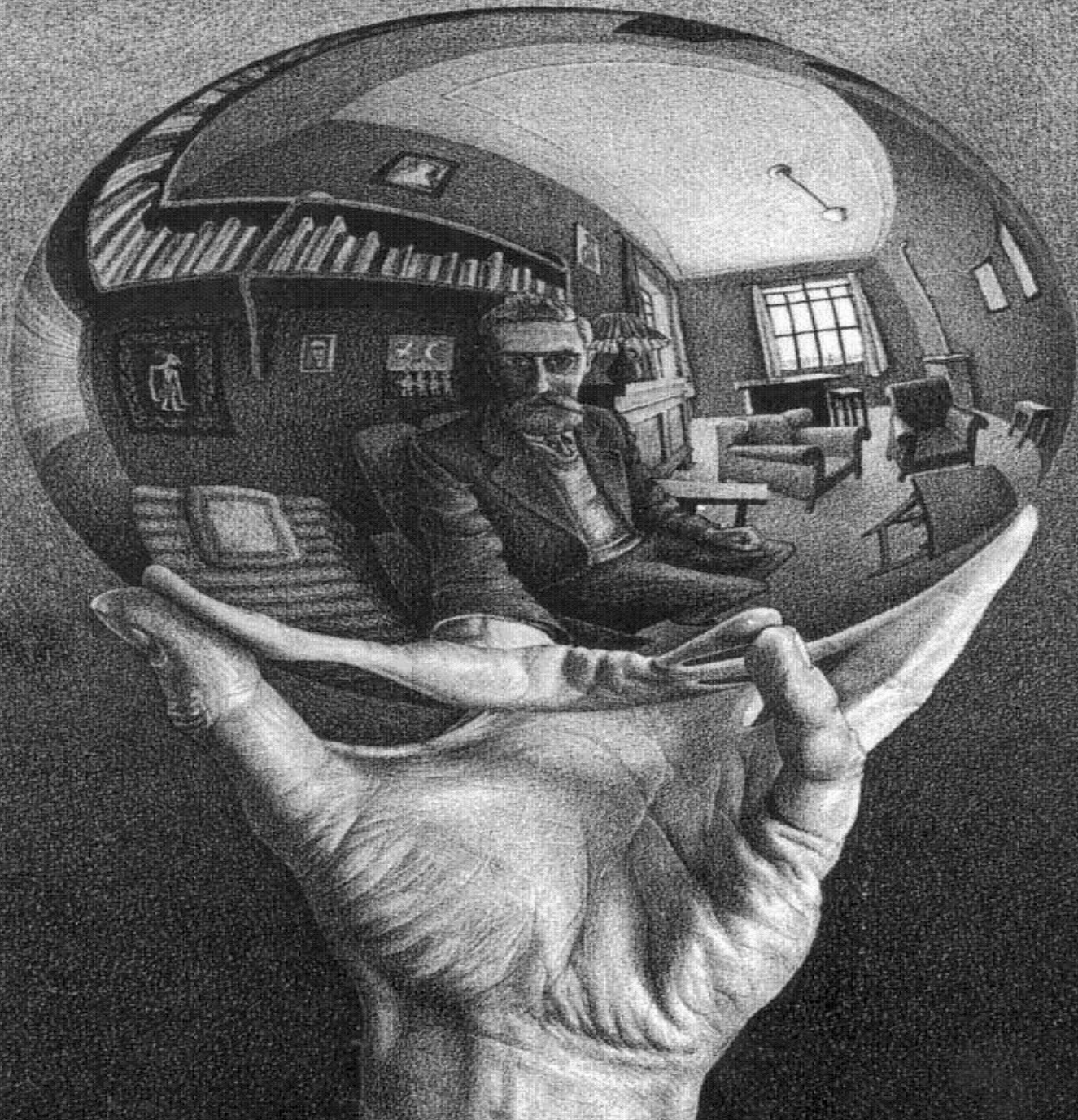
- Interruptions
- (Some) phone calls
- (Some) mail/email
- (Some) reports
- (Some) meetings
- Many popular activities

IV. NOT URGENT – NOT IMPORTANT

- Busywork
- Junk mail
- (Some) phone calls
- Time wasters

II

Reply | Reply All | Forward

FW: TPM no more

Mattingly, Mike

Sent: Friday, April 22, 2011 2:22 PM

To: PDCAllStaff; Principals

From: Braswell, Ray
Sent: Friday, April 22, 2011 1:48 PM
Subject: TPM no more

This is a huge disappointment for everyone and will most certainly impact us.
rb

Sent: Friday, April 22, 2011 12:07 PM
To: jpalmer@burtonisd.net; Gayle Stinson; dbelding@weatherfordisd.com; kwest@madisonvilleisd.org; gilcrease@hillsboroisd.org; robert.meyer@bisd.net; nixonl@pearlandisd.org
Subject: 2011 Final Accountability Decisions

As the agency prepares to release the final accountability decisions for the 2011 ratings later today and because of your prior support, I wanted to give you advance notice of the decision I have made regarding the use of the Texas Projection Measure (TPM) in the state and federal accountability systems.

The state will stop using the TPM in either the state or the federal accountability systems beginning with the ratings for the 2010-11 school year that will be released this summer.   This was a difficult decision, but given the public opposition to using a projection measure, including a unanimous vote against further use of test score projections during recent floor debate of the Texas House of Representatives on House Bill 500, I decided that stopping the use of the TPM was necessary to preserve the integrity of the accountability system and public education as a whole.


In 2010, performance on the TAKS tests improved in every subject for every student group and an overwhelming majority of the class of 2011 passed the exit-level assessments for graduation. These test results demonstrate the hard work of students and educators in the state. Unfortunately, this hard work is overshadowed by criticism of the use of the TPM, including an assertion made on the floor of the Texas House of Representatives during debate on House Bill 500 that school ratings in 2010 went up without demonstrations of increases in performance.

While I stand by the TPM's accuracy and usefulness as an educational tool, the criticism of the measure is distracting from the achievements of our students and educators, and I do not want that distraction to continue. As we transition to a new accountability system, I am hopeful we can develop a measure of student growth that meets the public's need for transparency while recognizing the improvements of our students and schools.

I appreciate you standing with me last summer in support of the TPM on behalf of your schools and students. Thank you for all you do for your students.

Sincerely,

Robert Scott
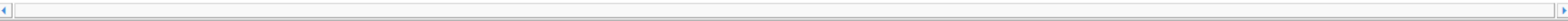
PLANNING

MUCH WORK REMAINS TO BE DONE BEFORE WE CAN ANNOUNCE
OUR TOTAL FAILURE TO MAKE ANY PROGRESS.

Demographics

Student Achievement

-
-
-
-
-
-
-
-
-
-
-
-
-

School Culture and Climate

Teacher Quality

-
-
-
-
-
-
-
-
-
-
-

Curriculum, Instruction and Assessment

Family & Community Involvement

-
-
-
-
-
-
-
-
-
-

School Context & Organization

Technology

-
-
-
-
-

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 [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School: _____ **Grade Level:** _____

SMART GOAL
Specific + strategic, measurable, attainable, results-oriented, timebound

INDICATOR
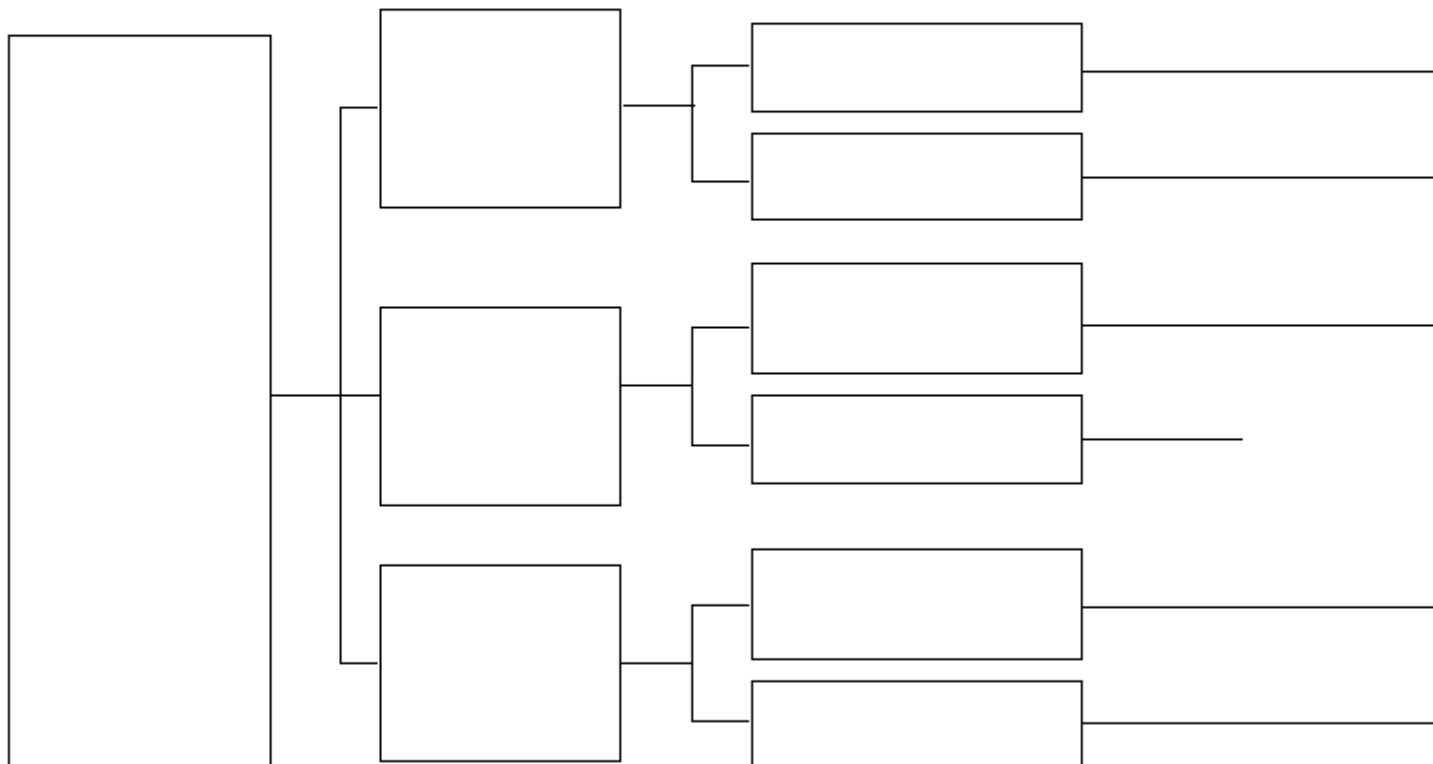*Standards and objectives (weak areas for students)*

MEASURES
Tools we'll use to determine where students are now and whether they are improving

TARGETS
The attainable performance level we would like to see

METHODS
Strategies used to hit targets

Common Assessment

1. Question 1...

_____

_____

_____

2. Question 2...

_____

_____

_____

3. Question 3...

				.			
⓪	⓪	⓪	⓪		⓪	⓪	⓪
①	①	①	①		①	①	①
②	②	②	②		②	②	②
③	③	③	③		③	③	③
④	④	④	④		④	④	④
⑤	⑤	⑤	⑤		⑤	⑤	⑤
⑥	⑥	⑥	⑥		⑥	⑥	⑥
⑦	⑦	⑦	⑦		⑦	⑦	⑦
⑧	⑧	⑧	⑧		⑧	⑧	⑧
⑨	⑨	⑨	⑨		⑨	⑨	⑨
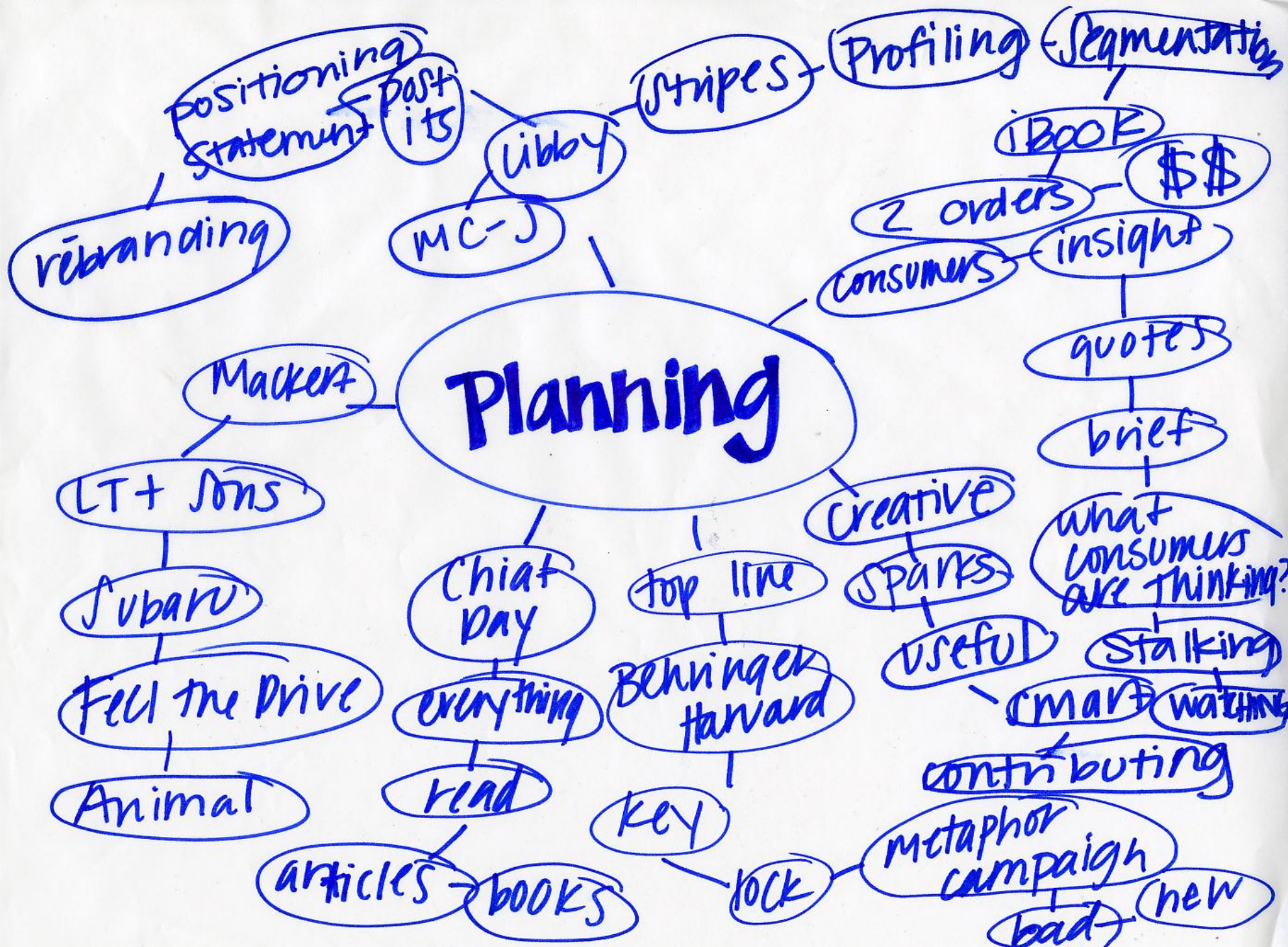
focus

Most organizations already have all the knowledge they need to improve...

...they simply do not implement what they already know.

LOOSE

TIGHT

# Use common assessments.

TIGHT

In too many schools, 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.

State assessments are "grossly insufficient" as a tool for school improvement and offer "little value at the instructional level."
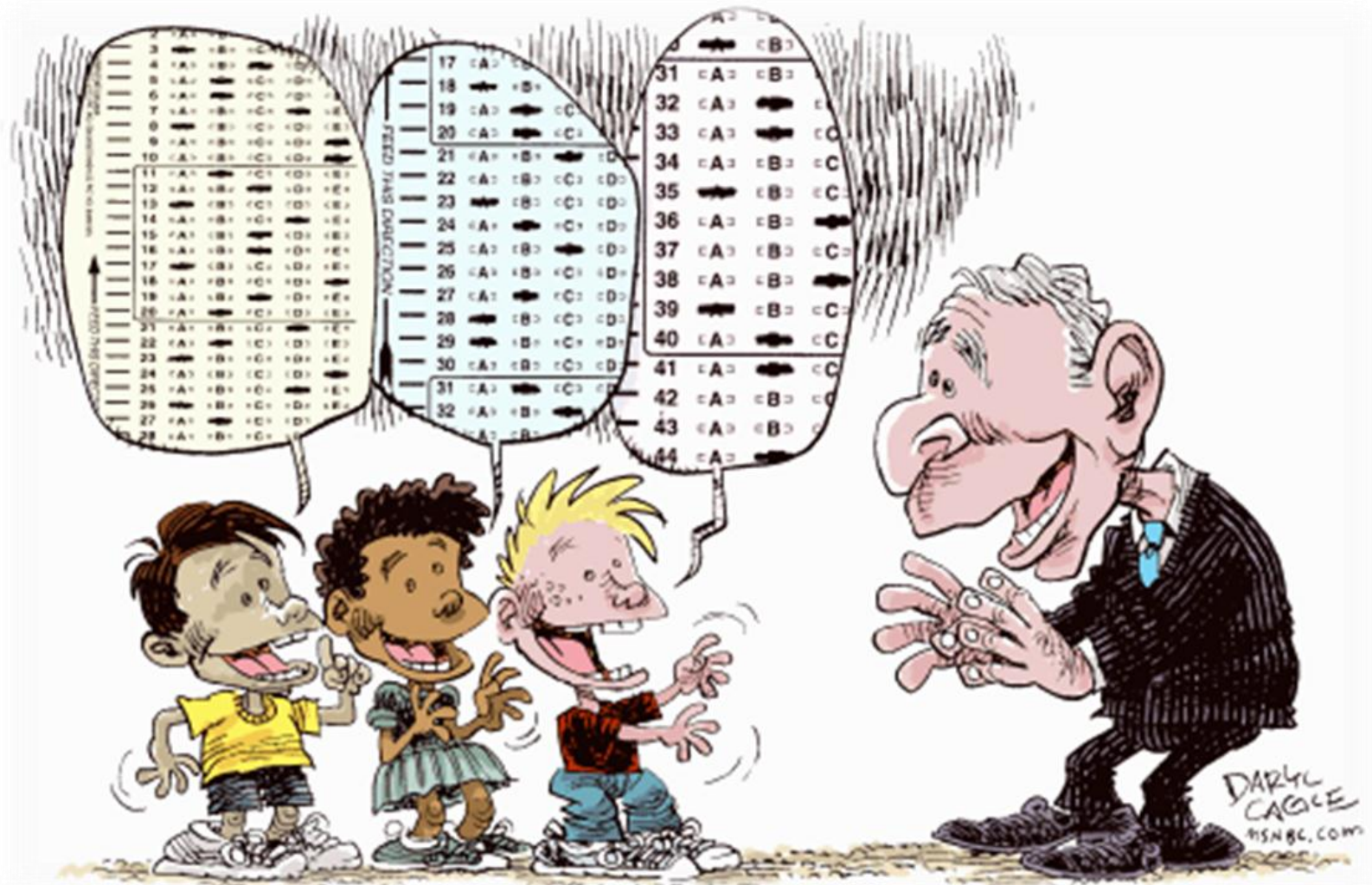
State assessments are an "autopsy" report.

And TAKS is dead.

Let's have a moment
of silence for 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.

Where can we impact student learning the most?

30,000 **ft. Data - National (NAEP, SAT)**

© 2011 MapLink/Tele Atlas
© 2011 Europa Technologies
© 2011 Google
US Dept of State Geographer

©2010 Google™

38°57'33.80" N 95°15'55.74" W elev 1014 ft

Eye alt 6835.90 mi

Where can we impact student learning the most?

20,000 ft. Data - State (TAKS)

Where can we impact student learning the most?

10,000 ft. Data - District (CCAP)
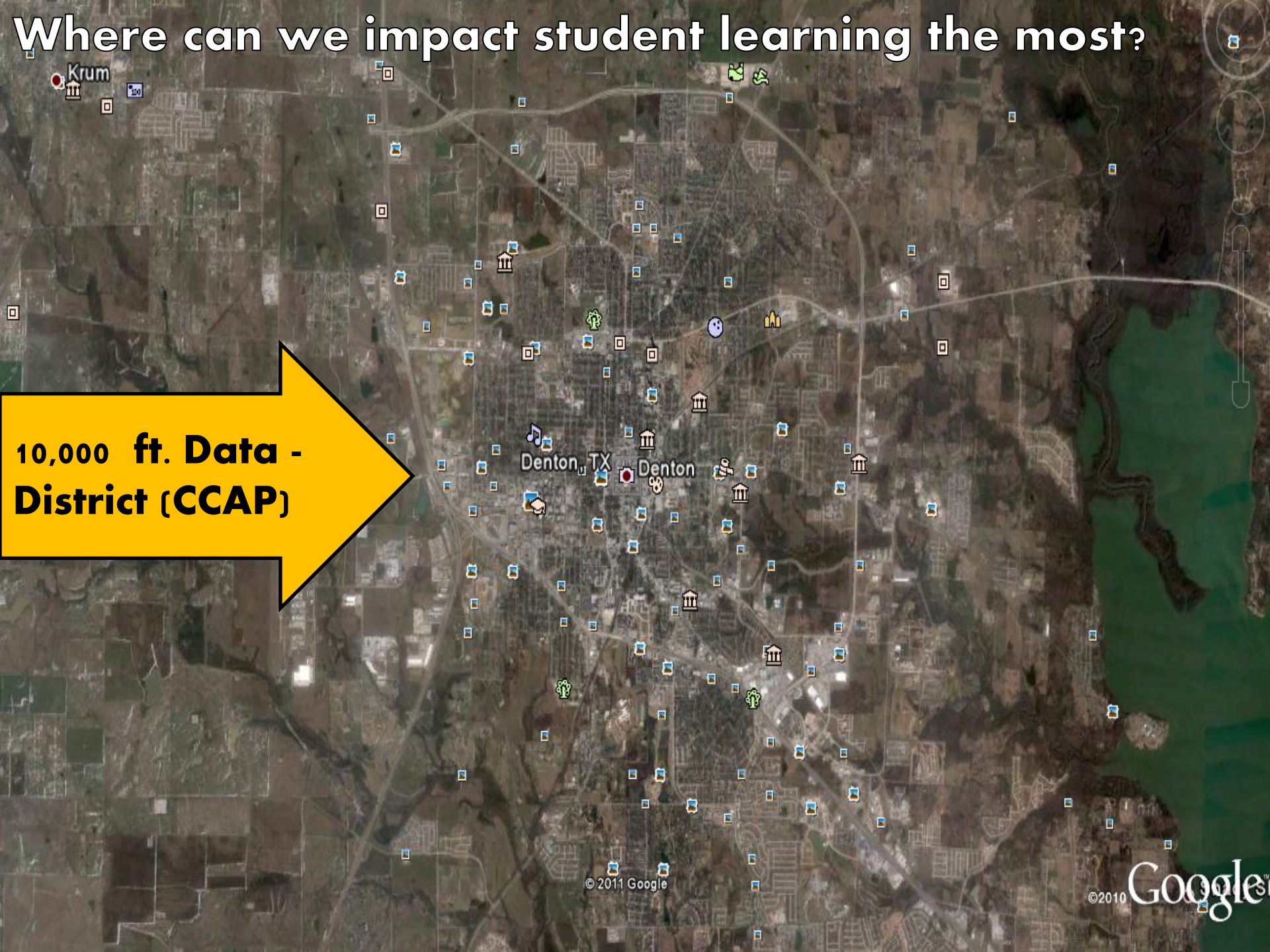
Where can we impact student learning the most?

1,000 ft. Data - Classroom Common Assessments
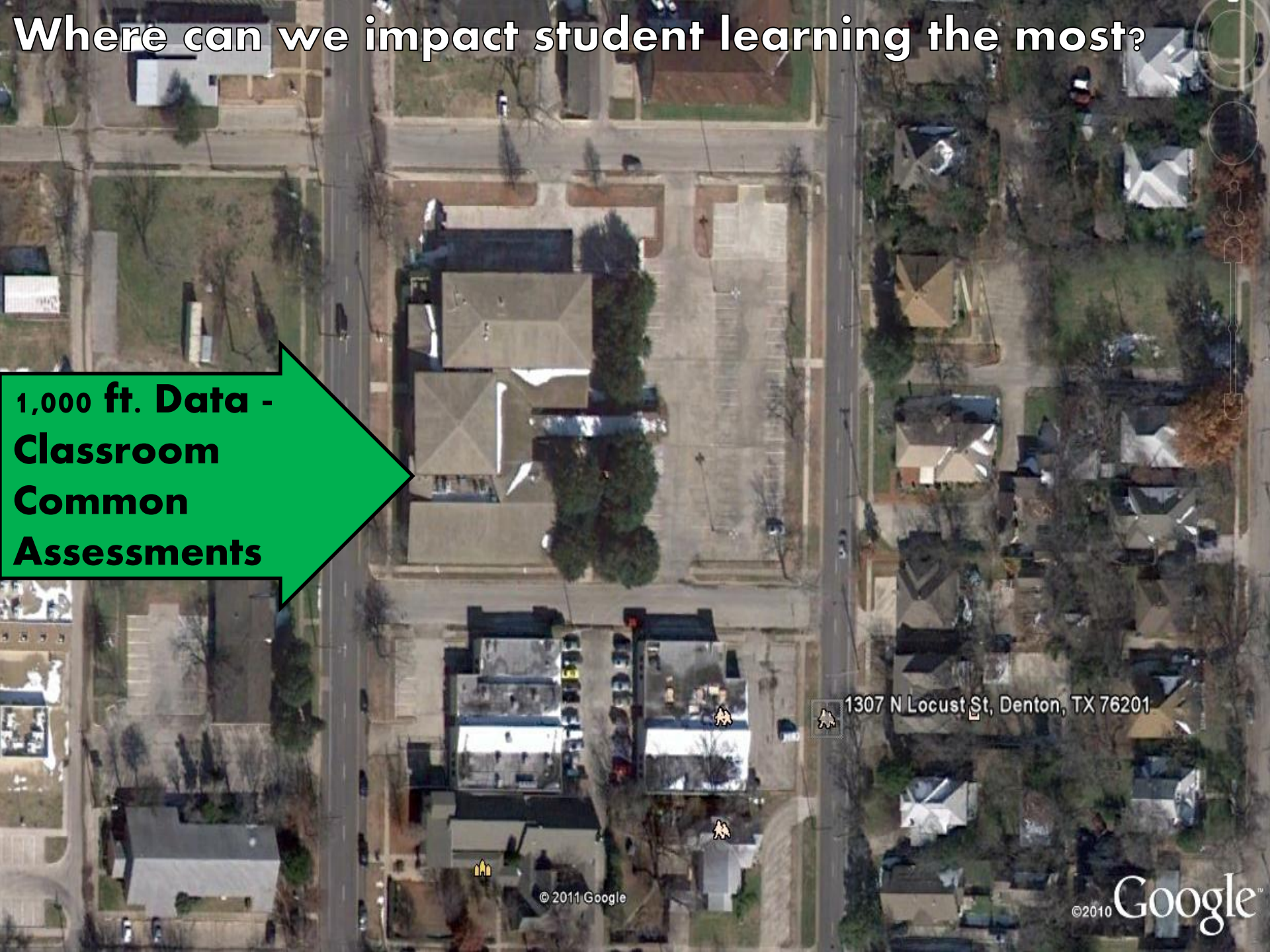
1307 N Locust St, Denton, TX 76201

© 2011 Google

©2010 Google

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

Use goals to focus on results...

TIGHT

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

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.**

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**.

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.**

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.**

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.

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

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...**

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…**

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

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.**

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.
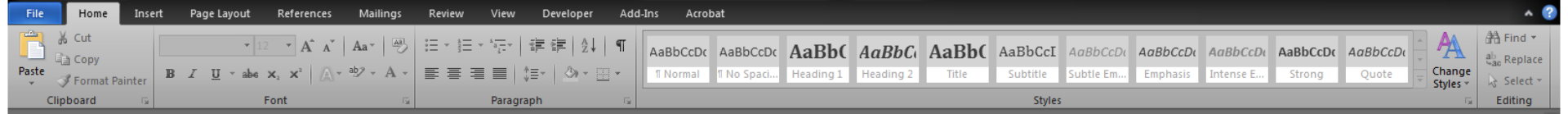
Demographics

1. What do enrollment numbers indicate?

2. What is the breakdown by ethnicity, gender, or other category?

3. How has the enrollment changed over the past three years?

4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?

5. What is the data for special programs over time?

6. What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?

7. Who are our at-risk students? What is their at-risk category?

8. Who are our Migrant students?

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers

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Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs
- _____
- _____
- _____
- _____
- _____

Pull together a Comprehensive Needs Assessment Summary Priority Needs.

Comprehensive Needs Assessment Summary of Priority Needs

Demographics

Student Achievement
-
-
-
-
-
-
-
-
-
-
-

School Culture and Climate

Teacher Quality
-
-
-
-
-
-
-
-

Curriculum, Instruction and Assessment

Family & Community Involvement
-
-
-
-
-
-
-
-

School Context & Organization

Technology
-
-
-
-

Reflection...

Inspect what you expect.

Create Campus Improvement Plan.

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

WIG 2 – Ideal State (Goal):
Increase 2011 TAKS Commended Rates to 50% in all tested areas.

Objective:
By June 30, 50% of all 2011 TAKs scores will be in the Commended range.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize DISD Benchmarks and train teachers to develop, implement and analyze grade level 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 AWARE and CCAP; grade level binders, grade level minutes.	Regular review of data; lesson plan revision; prime time program.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
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.10 & 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 program implementation and effectiveness.	Referrals to appropriate RtI programs.	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Limit goals, but before this can be done, agree about what is meant by the word "goal."

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

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 revenue stream.
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%.

Use the space below to craft your WIGs.

1. _____
   _____
   _____
   _____

2. _____

(Verb) (measure) from (X) to (Y) by (when)

$$\frac{Increase}{(Verb)} \quad \frac{Sales}{(measure)} \quad from$$

$$\frac{¥200\ million}{(X)} \quad to \quad \frac{¥250\ million}{(Y)} \quad by \quad \frac{December\ 31}{(when)}$$

Increase academic achievement of economically
   Verb   **measure**

disadvantaged students in science from

53% to 62% by August 2007
 **(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.

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?*
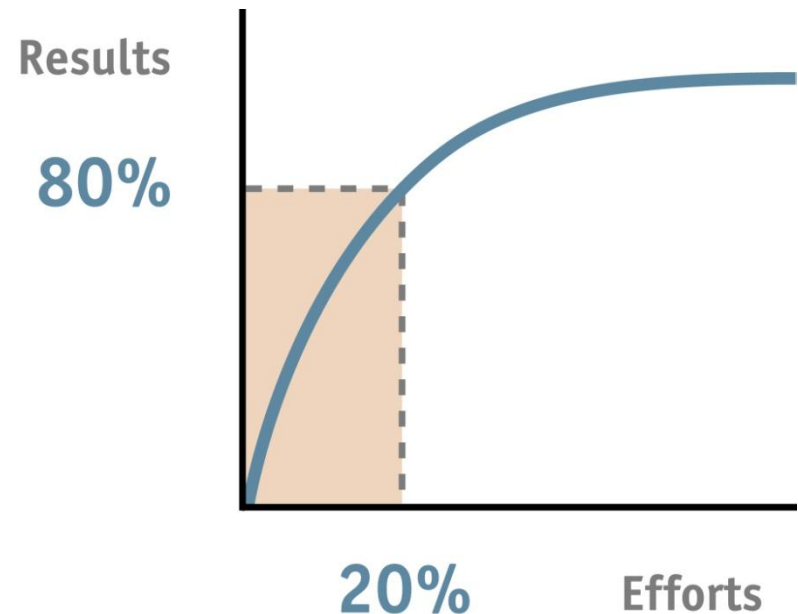
Develop a Campus Improvement Plan.

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

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Review Campus Improvement Plan goals...

Reflection...

Some people in organizations (the leaders) are responsible for thinking and planning while others (the workers) are responsible for carrying out the plan, which is fine if...
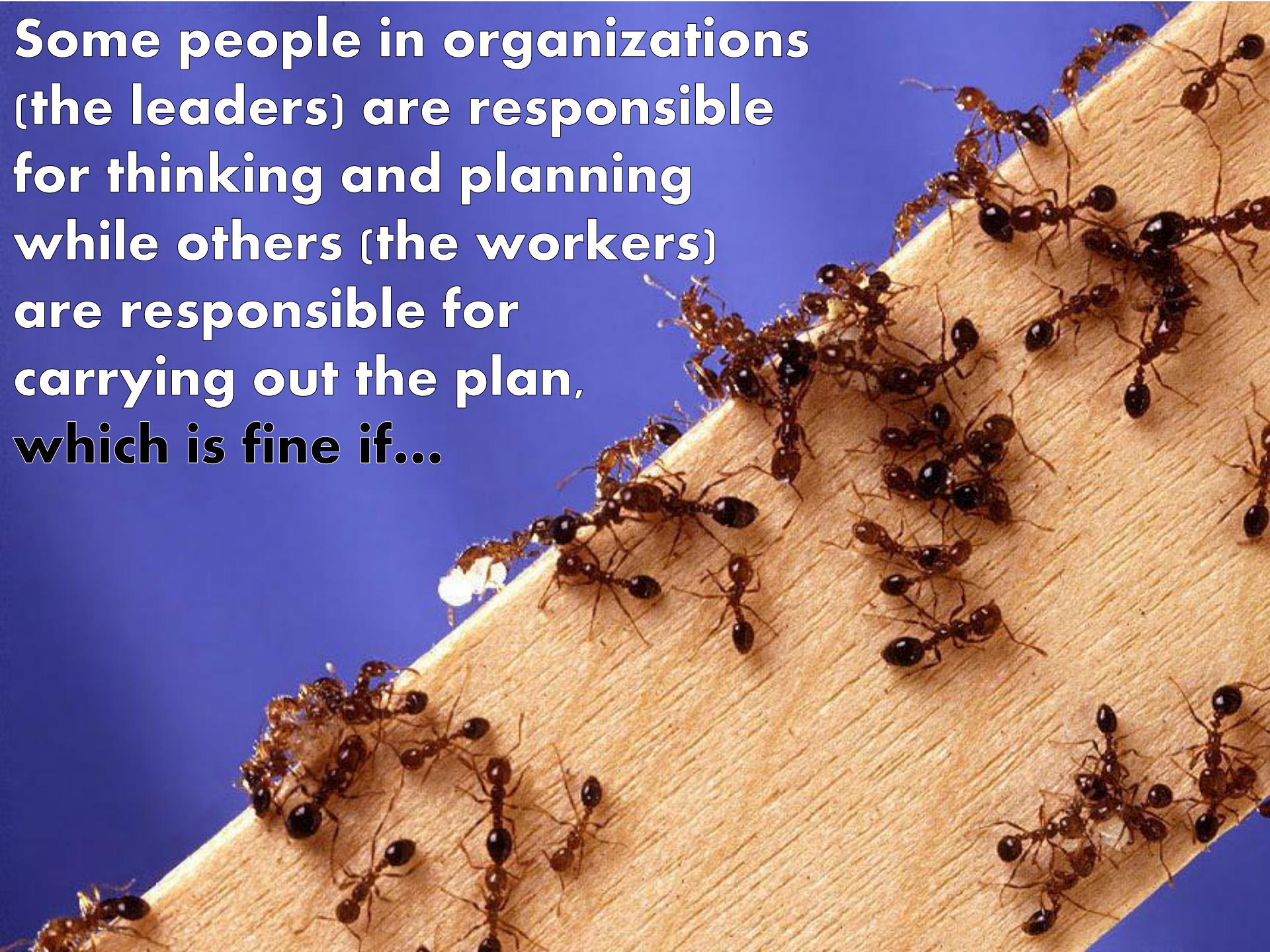
GOAL SETTING

S SPECIFIC
M MEASURABLE
A ATTAINABLE
R RELEVANT
T TIME-BOUND

LOOSE TIGHT

Link school goals to team goals.

Engaging [teachers] in a process of establishing their own short-term goals, developing their own plans to achieve them, acting on those plans, and making adjustments based on evidence is much more likely to instill a results orientation throughout the [school].

They are more effective when they see how their goals and their efforts are linked to the larger organization.

Include the **language of learning** in the goals.

Focus on **evidence of what students will learn.**

Develop grade level/departmental SMART goals.

School: _____ Grade Level: _____

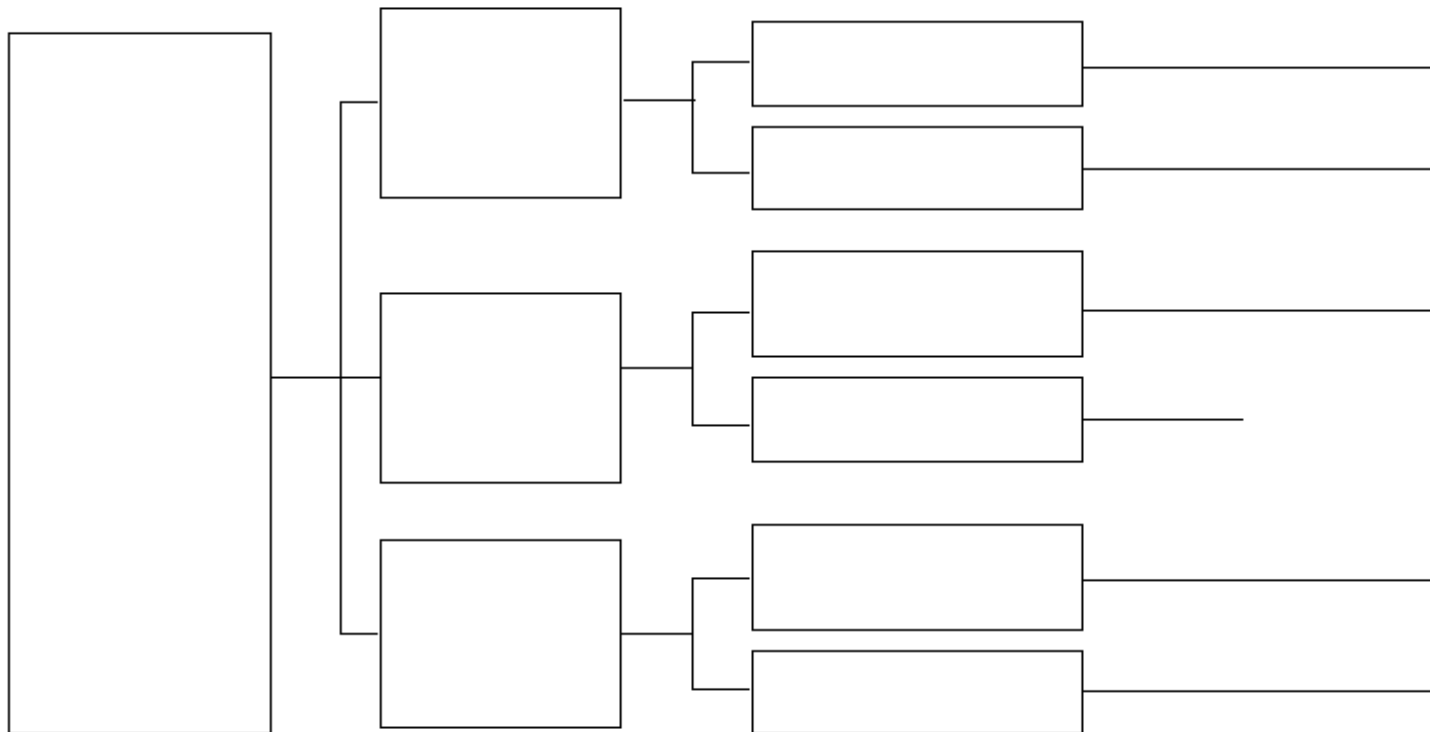| **SMART GOAL**	**INDICATOR**	**MEASURES**	**TARGETS**	**METHODS**
Specific + strategic, measurable, attainable, results-oriented, timebound	*Standards and objectives (weak areas for students)*	*Tools we'll use to determine where students are now and whether they are improving*	*The attainable performance level we would like to see*	*Strategies used to hit targets*

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 context 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 constructed 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 or 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 confusing 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 (i.e., a percentage) there is no clear description of what is being measured. The list contains targets not related to learning outcomes 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 action.	The strategies describe actions that will be undertaken. While many may be listed, it is not clear as 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.

Using the rubric, determine whether your grade level goals are SMART goals.

Review campus grade level SMART goals...

Reflection...

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

Reflection... What do YOU need?