Developing Effective School Plans

School Plan Requirements and Suggestions for School Plans that Make a Difference!

Federal and State Education Programs
2016-2017

Legal Basis:
- Required by Elementary and Secondary Education Act (ESEA)
- State requirement, based on education code 64001
- Required for schools receiving funds allocated through the Consolidated Application

Requirements:
- A single plan for federal categorical programs and other programs schools wish to include
- Based on analysis of student achievement data
- Developed by the School Site Council with advice from Advisory Committees
- Updated and approved annually by the local board
- Reviewed during Federal Program Monitoring (FPM)
Why Else?

- Provides a process for assessing the needs of students
- Engages the school community in a thoughtful planning process to ensure all students succeed
- Engages schools in a process of continuous improvement
- Evaluates the effectiveness of current activities and program expenditures
- Determines areas of focus for spending supplemental funds

Targeted Assistance and Schoolwide Programs

- Targeted Assistance School (TAS) is the “default” model
- TAS serve students identified by multiple, objective academic criteria
- SPSA for TAS provides services for identified students only
- Schoolwide Program (SWP) allows flexibility in use of funds in high poverty schools, but focus must be on the lowest achieving students
The SPSA: A Continuous Improvement Cycle

- Analyze Data and Identify School Needs
- Identify Objectives
- Implement Relevant, Evidence-Based Strategies
- Monitor
- Evaluate Effectiveness

Schoolwide Program Plans

- Include school-wide reform strategies that address the needs of all students (focus on low-achieving students)
- Require annual comprehensive needs assessment
- Require intensive (year-long) planning process
- Serve as auditable documentation of school-level Title I expenditures
- Include required components
Required Components of a Schoolwide Program

- Comprehensive needs assessment
- Schoolwide reform strategies
- Preparation for and awareness of postsecondary education and the workforce
- Implementation of a schoolwide tiered model to prevent/address problem behavior, and early intervention services
- Instruction by credentialed teachers

Required Components of a Schoolwide Program (cont’d)

- High quality ongoing professional development
- Recruit and retain effective teachers at high-need schools
- SWP plan developed with involvement of parent and community
- Assist preschool students in successful transition from early childhood programs to elementary schoolwide programs
- Coordination and integration of federal, state, and local services and programs
Parent Involvement and the SPSA

- How should Title I parent involvement requirements be addressed in the SPSA?
- School’s Parent Involvement Policy can be provided as addendum to SPSA
- School’s plan budget should reflect $$$ set-aside for parent involvement activities
- School’s parent activities should be included in the plan and align with school goals and strategies for student achievement

Planned Improvements

- LEA Plan Goals support alignment
- School-level objectives based on District goals (LEA Plan and LCAP)
- Data analyzed result in findings
- Evaluation/monitoring plan to ensure objectives being met
- Strategies may be district or site developed
- Actions support identified strategies
- Tasks (steps) support actions
Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement, evaluation of the results of the school’s measurable objectives provides data to inform and guide subsequent plans. *(Who evaluates the plan?)*

During a Compensatory Education (CE) Federal Program Monitoring (FPM) review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

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**Plan Evaluation**

1. Were school objectives from the current year’s plan achieved? *(Who should know the answer?)*
2. Were strategies and actions fully implemented? If not, what were the barriers?
3. Which strategies were most effective in improving student achievement? Which were ineffective?
4. What evidence do you have?
5. How did the implementation of the actions impact the effectiveness of the strategies and improve student outcomes?
6. Based on results, what will you keep or eliminate?
1. LAUSD Goal supports alignment

2. Analyze data

3. Findings based on data analysis

4. School objective(s) based on District Goal

5. Strategies are evidence-based

6. Actions support strategies

7. Tasks complete actions

8. Measure and monitor progress
School Objectives

- SPSA template shows LEA Plan goals
- LEA Plan goals inform school of the District's priorities and expectations as school develops its plan
- School's measurable objectives should be more specific than LEA Plan goals and directly tied to the needs of students at the school
- School's measurable objectives should have “SMART” characteristics
Analyzing Data

Student Achievement Data
- Schools need both state & local data to identify:
  - schoolwide and subgroup trends over time
  - specific areas of weakness

Effectiveness of Current Instructional Program
- Schools must collect & analyze data to determine the causes of student underachievement

Creating Objectives

Measurable Objectives related to required standards are not always exciting...but objectives tied to a committed mission and shared vision can inspire and transform a school!

Measurable Objectives should be based on analysis of data and understanding the reasons for low achievement!
Local District helps schools to:
- Focus on a few effective strategies rather than on a multitude of activities
- Identify evidence-based and effective practices
- Be specific not vague
- Use plain English not acronyms and “edu-babble”

Identifying Key Strategies

Evidence-based approaches:
- Provide a comprehensive instructional approach to address an identified need
  - in a content area or skill
  - in a grade level or department
  - for identified subgroup(s)
- Provide direction and serve as filter for identifying specific actions
- May be developed by the District or the school

What strategies will best support low-achieving students in California Standards?

Think… California Standards!
Examples of Strategies

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Project Based Learning
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Using Cues, Questions, and Advance Organizers
- Using nonlinguistic representations
- Using graphic organizers

Most of the above are from Marzano’s work…what else?

Sources of Research-Based Instructional Strategies

- Questioning the Author – Isabel Beck
- Reciprocal Teaching - Multiple studies/What Works Clearinghouse
- English Language & Literacy Acceleration (ELLA)
- Applying Conventions of Grammar & Usage in Writing & Speaking – Goldenberg and Coleman
- Inductive Learning -Taba, Durkin, Fraenkel & McNaughton
- Circle of Knowledge (Discussions) - based on research by Polite & Adams & others
- Principles of Instruction/Lesson Design – See Rosenshine 2010
- Developing Word Awareness – McKeown & Beck
- Using Discipline Specific Language (Academic Language Instruction)
- Mediated Learning and Metacognition
- Explicit Instruction for Planning, Revising and Editing - Graham & Gillespie/Vanderbilt University pub. By John Hopkins University
Sources of Research-Based Instructional Strategies

- Instruction: http://www.cde.ca.gov/qs/in/index.asp
- Assessment: http://www.cde.ca.gov/qs/as/index.asp

Sources of Research-Based Instructional Strategies

- Quality Schooling Framework Videos: http://www.cde.ca.gov/qs/vi/
- Family and Community: http://www.cde.ca.gov/qs/fc/index.asp
- Culture and Climate: http://www.cde.ca.gov/qs/cc/index.asp
- Students Learning and Thriving: http://www.cde.ca.gov/qs/ab/index.asp?tabsection=4
Actions

- Identify specific actions under each strategy that will lead to the strategy being carried out and achieving the school's measurable objectives (include beginning and ending dates of actions, persons responsible, costs, and program budgets for the resources used to support each action)

Tasks

- Specific small steps needed to complete each action. Tasks have specific due dates and persons responsible. Each action step may have multiple tasks.
- Tasks add clarity and accountability to those responsible for implementation.
- Tasks provide benchmarks for SSC monitoring of the plan.
- Schools may or may not need to identify tasks depending on the degree of specificity in their action steps.
Proposed Resources & Expenditures

- Attach specific dates and persons responsible for actions to build accountability into the SPSA
- Schools should not use the term “ongoing” (after all, it’s only a one-year plan)
- Proposed expenditures in the SPSA must:
  - Be necessary to achieve an identified objective in the SPSA
  - Be reasonable use of limited resources
  - Not be prohibited by state or federal law
  - Meet the Title I “supplement, not supplant” rule

Common Planning Pitfalls
Funding Source vs. Program

Does your school see Title I as a “funding source” or as a program? Which is the better approach?

A Plan to Plan vs. A Plan of Action

The planning process should result in a clear plan of action (it’s not a plan about “planning”)
The *Everything Plan* (i.e., a running record of everything we do) **vs.**

an *Improvement Plan*

In this case, more is *not* better.

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The Deconstructed SPSA

- Vision/Mission
- School Profile/Description
- Evaluation
- Comprehensive Needs Assessment
- Measurable Objectives
- Evidence-based Approaches
- Actions/Tasks
- Budget
- Documentation of Approval
The “Allowable” Checklist

- Is the need identified in the SPSA based on data?
- Is there a strategy in the SPSA that addresses the need?
- Is the strategy proven by evidence/research to be an effective method to address the needs of targeted students?
- In light of limited resources, is the strategy the most impactful, efficient and direct way to address the need?
- Is the strategy supplemental to the core program? (TAS)

Getting the SPSA Approved

- What is the district’s process for approving SPSAs?
  - Who reads the plan?
  - Is feedback provided?
  - Who presents the SPSA to the local governing board?
  - In what format is the SPSA presented?
PLEASE COMPLETE AN EVALUATION

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