

# Developing Effective School Plans



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

*Federal and State Education Programs*

2016-2017



## Why a Single Plan for Student Achievement?



### 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

3

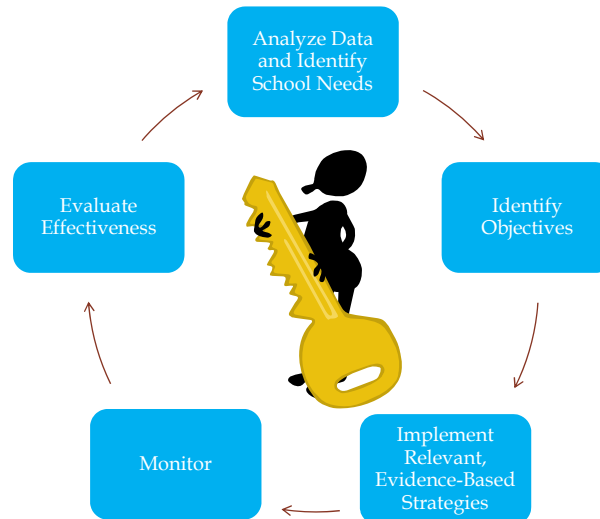
## Targeted Assistance and Schoolwide Programs



- ❧ 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

4

## The SPSA: A Continuous Improvement Cycle



5

## 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

7

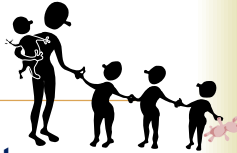
## Required Components of a Schoolwide Program (cont'd)



- ⌘ 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

8

## 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

9

## 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



10

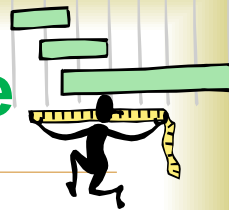
# Plan Evaluation



- ⌘ 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.

11

# What To Evaluate



- ⌘ Were school objectives from the current year's plan achieved? (*Who should know the answer?*)
- ⌘ Were strategies and actions fully implemented? If not, what were the barriers?
- ⌘ Which strategies were most effective in improving student achievement? Which were ineffective?
- ⌘ What evidence do you have?
- ⌘ How did the implementation of the actions impact the effectiveness of the strategies and improve student outcomes?
- ⌘ Based on results, what will you keep or eliminate?

12

(Name) School

### IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

**Directions:** Review the applicable 2015-2016 expenditures of categorical resources to analyze the alignment of expenditures to the data and the instructional program. If the analysis of the school data indicates minimal or no growth, revisions must be made to the instructional program to ensure annual gains in student achievement. Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

<b>100% Graduation</b> – Did the school meet its Measurable Objectives last year? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span>
If "Yes," identify the strategies that contributed most to meeting objectives. If "No," identify the main barriers that prevented the school from meeting objectives.
<b>English Language Arts</b> – Did the school meet its Measurable Objectives last year? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span>
If "Yes," identify the strategies that contributed most to meeting objectives. If "No," identify the main barriers that prevented the school from meeting objectives.
<b>Mathematics</b> – Did the school meet its Measurable Objectives last year? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span>
If "Yes," identify the strategies that contributed most to meeting objectives. If "No," identify the main barriers that prevented the school from meeting objectives.
<b>English Learner Programs</b> – Did the school meet its Measurable Objectives last year? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span>
If "Yes," identify the strategies that contributed most to meeting objectives. If "No," identify the main barriers that prevented the school from meeting objectives.
<b>Student, Staff, Parent and Community Engagement</b> – Did the school meet its Measurable Objectives last year? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span>
If "Yes," identify the strategies that contributed most to meeting objectives. If "No," identify the main barriers that prevented the school from meeting objectives.
<b>100% Attendance, Suspension/Expulsion and Non-Cognitive Skills</b> – Did the school meet its Measurable Objectives last year? <span style="float: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</span>
If "Yes," identify the strategies that contributed most to meeting objectives. If "No," identify the main barriers that prevented the school from meeting objectives.

9

1. LAUSD Goal supports alignment

2. Analyze data

**Los Angeles Unified School District  
2016-2017 Single Plan for Student Achievement  
ACADEMIC GOAL — ENGLISH LANGUAGE ARTS**

**LAUSD Goal:** All students will meet high standards, at a minimum attaining proficiency or better in reading and mathematics.

**I. Indicate all data reviewed to address this Academic Goal:**

<input type="checkbox"/> CELDT / AMAOs	<input type="checkbox"/> IEP Goals Data	<input type="checkbox"/> School Quality Improvement Index Report Card	<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> School Report Card	<input type="checkbox"/> DIBELS Math	<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)	<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> MyData	<input type="checkbox"/> DIBELS	<input type="checkbox"/> Interim Comprehensive Assessment (ICA)	<input type="checkbox"/> Scholastic Reading Inventory (SRI)
<input type="checkbox"/> Other(s):			

**II. Based upon the data reviewed, summarize the issues affecting student proficiency in English language arts:**

3. Findings based on data analysis

**III. State the School's Measurable Objective(s):**

4. School objective(s) based on District Goal

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).	On what dates will the Actions begin and end?	How will the school measure the effectiveness of each Action? <small>Identify the title/position of staff responsible.</small>	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson Planning, Data Analysis, and Professional Development Effective Classroom Instruction	The school's strategy must identify... Address Significant Subgroups as applicable. If a strategy is multi-funded, the related funding source must be identified.							

5. Strategies are evidence-based

6. Actions support strategies

7. Tasks complete actions

8. Measure and monitor progress

\*The School's Measurable Objective(s) must be measurable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

15

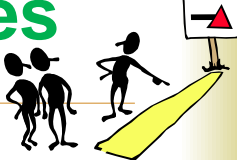
(Name) School

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? <i>[mm/yyyy to mm/yyyy]</i>	How will the school measure the effectiveness of each Action?  Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Interventions Beyond the Regular School Day and Other Supports	←							
Building Parent Capacity and Partnership to Support the Academic Goal	←							

\*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

16

# 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**

16



## Steps 1 &amp; 2

# 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

17

## Step 3

# 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!



18

## Step 4

## Identifying Key Strategies



- 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”

19

## What Are Strategies?



Think...  
California  
Standards!

### 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

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

20

## 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?*

21

## 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

22

## Sources of Research-Based Instructional Strategies



- ☞ California Department of Education, Quality Schooling Framework:  
<http://www.cde.ca.gov/qs/index.asp>
- ☞ Curriculum: <http://www.cde.ca.gov/qs/ci/index.asp>
- ☞ Instruction: <http://www.cde.ca.gov/qs/in/index.asp>
- ☞ Assessment: <http://www.cde.ca.gov/qs/as/index.asp>

23

## 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>

24

# 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)*

25

# 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.

26

## Step 5

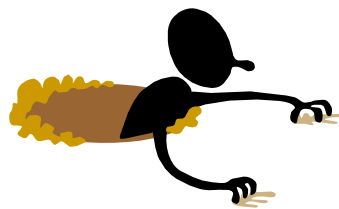
## Proposed Resources & Expenditures



- ☞ 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

27

## Common Planning Pitfalls

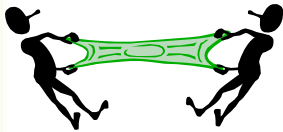


28

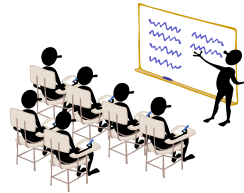
## Funding Source vs. Program



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



VS.

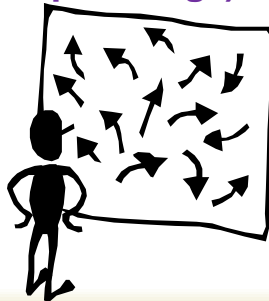


29

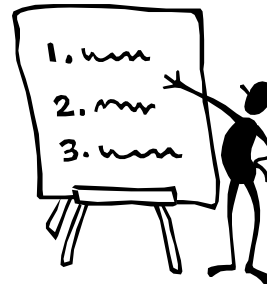
## A Plan to Plan vs. A Plan of Action



The planning process should result in a clear plan of action (it’s not a plan about “planning”)



VS.



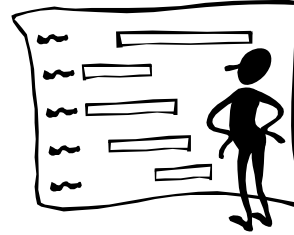
30

## The *Everything* Plan (i.e., a running record of everything we do) vs. an *Improvement* Plan

In this case, more is *not* better.



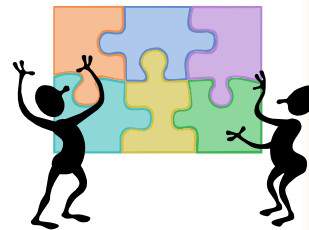
VS.



31

## The Deconstructed SPSA

- ❧ Vision/Mission
- ❧ School Profile/Description
- ❧ Evaluation
- ❧ Comprehensive Needs Assessment
- ❧ Measurable Objectives
- ❧ Evidence-based Approaches
- ❧ Actions/Tasks
- ❧ Budget
- ❧ Documentation of Approval



32



## 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)

33

Step 6

## 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?

34

**PLEASE COMPLETE AN EVALUATION**

**Contact:**

James Mundy  
jmundy@lausd.net  
213-241-6990

or contact the FSEP Unit  
213-241-6990

