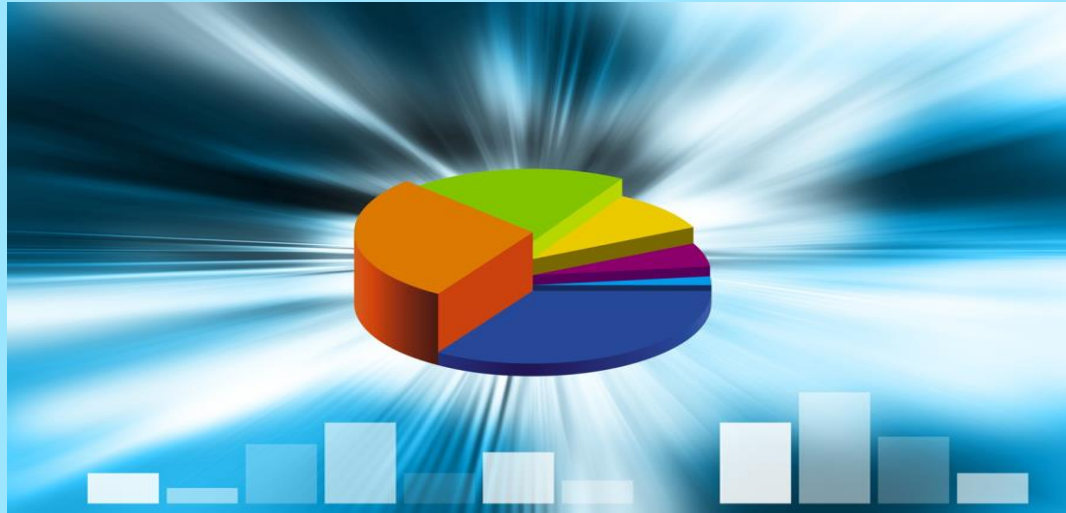


ECSD

EVANSVILLE COMMUNITY SCHOOL DISTRICT



**CONTINUOUS SYSTEM IMPROVEMENT
(CSI)**

Continuous System Improvement Definition

An ongoing effort to improve services and/or processes. These efforts seek "incremental" improvement over time and are evaluated through a PLAN-DO-STUDY-ACT cycle.

Proposed Structure

After reviewing several strategic plans, the model we will implement is recommended based on the following rationale:

- Comprehensive model
- Capacity to implement the plan
- Success of the District using this model

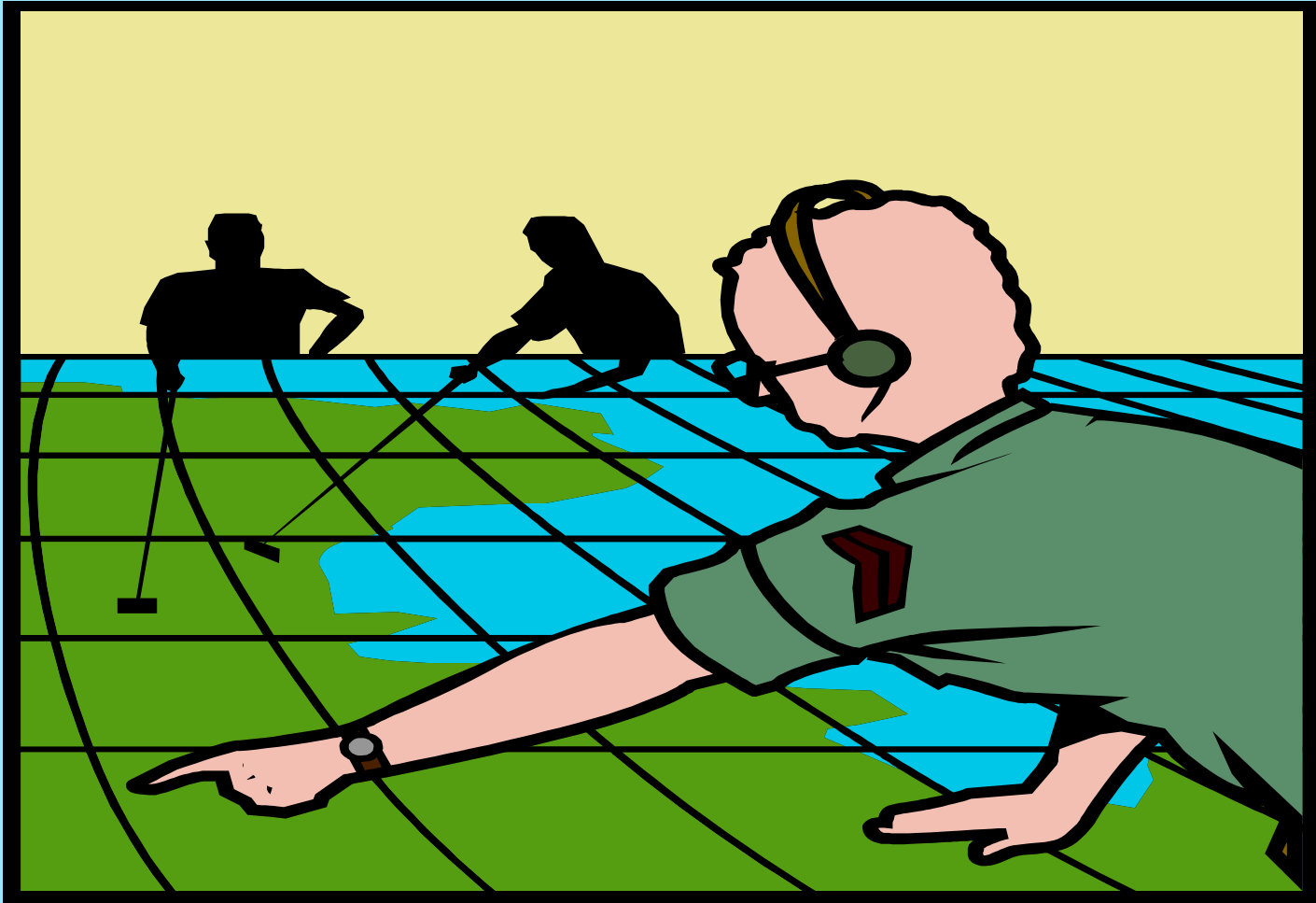
Continuous System Improvement Plan Components

- ❖ Vision Statement (Completed)
- ❖ Priorities (Board approved, July 2014)
- ❖ Strategic Objectives (Completed)
- ❖ Strategic Focus (Committee work)
- ❖ Strategic Focus Goal (Committee work)
- ❖ Action Planning (Committee work)
- ❖ Implementation (After Board approval)
- ❖ Evaluation (Committee work)
- ❖ Revision (Committee work)

ECSD Priorities

- Teaching and Learning
- Workforce Engagement and Development
- Communication and Community Engagement
- Technology
- Facilities and Operations
- Climate and Culture

Six Strategic Objectives



Strategic Objective #1

Teaching and Learning

The ECSD will provide a rigorous and relevant curriculum delivered by highly effective staff who use innovative, research-based strategies to prepare students to compete/succeed in a 21st century global environment.

Strategic Objective #2

Workforce Engagement and Development

The ECSD will utilize best practices to hire, retain, engage, and develop a skilled and talented workforce that will enable the District to achieve its mission.

Strategic Objective #3

Communication and Community Engagement

The ECSD will communicate, engage and develop partnerships with students, parents, staff and citizens to achieve academic excellence and positive citizenship for all students.

Strategic Objective #4

Technology

The ECSD will support a culture in which the educational community continually develops the capacity to successfully live, learn, and work in a rapidly-changing world.

Strategic Objective #5

Facilities and Operations

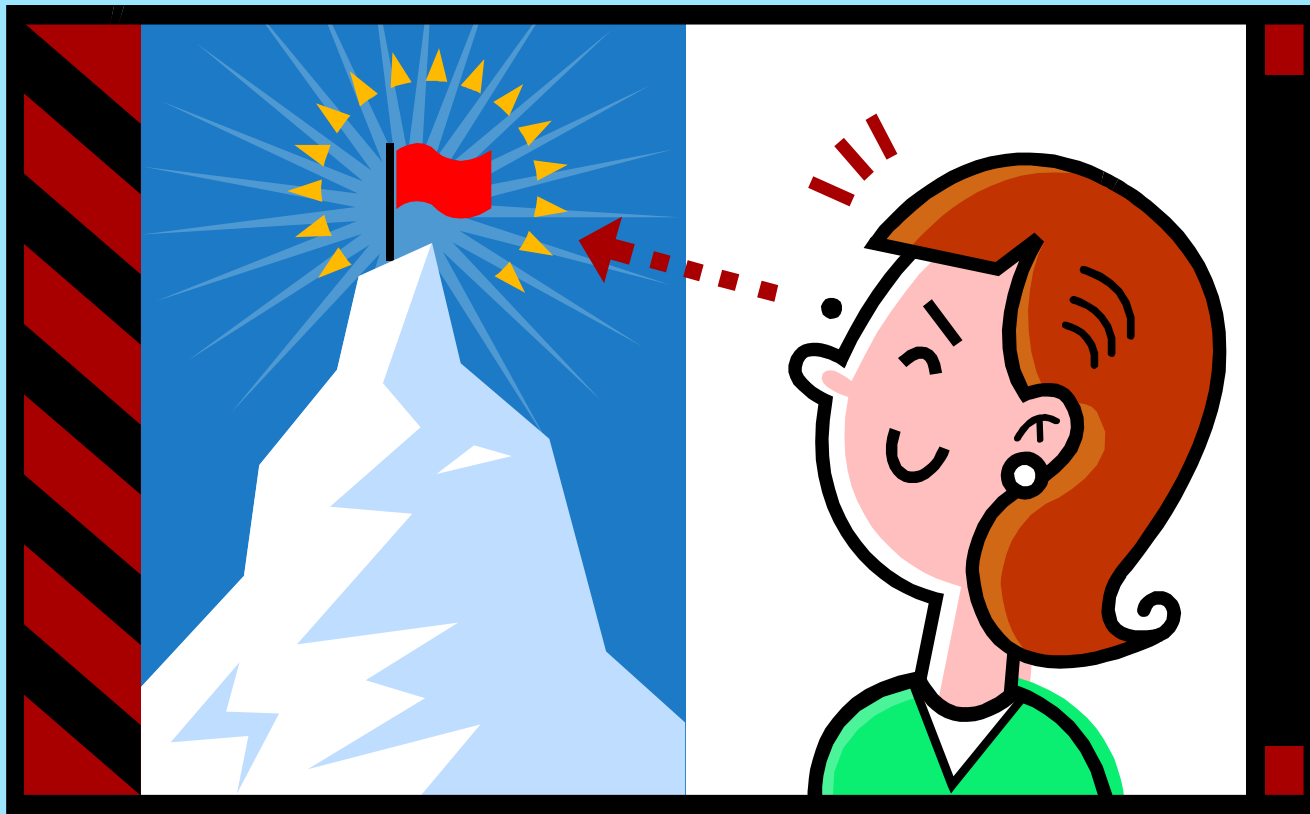
The ECSD will provide safe, healthy and efficiently operated schools to ensure the success of all students and accountability for all stakeholders.

Strategic Objective #6

Climate and Culture

The ECSD is committed to working as a team to ensure a safe, respectful, nurturing, and invigorating environment where learning is a shared responsibility.

SMART Goals



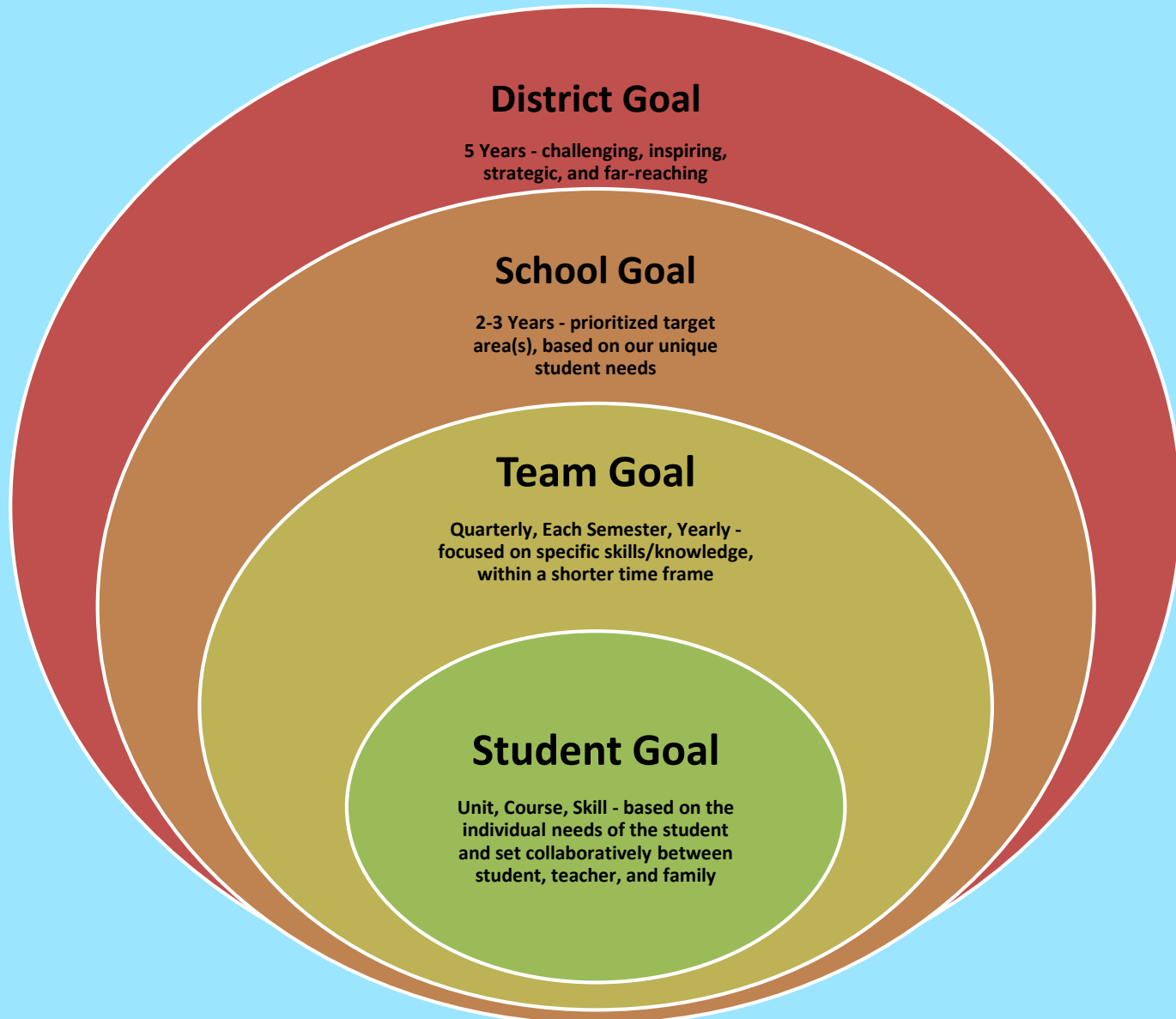
WHAT ARE SMART GOALS

Strategic	Identify and focus on the “vital few” high leverage areas where the largest gaps between vision and reality exist.
Specific	Identify and focus on specific, identifiable student or skill targets for improvement. (e.g. targets that are specifically measured by a variety of assessments.)
Measurable	Consider multiple means to measure a goal in order to get a more complete picture of learning. (e.g. state, local, and classroom assessments that measure specific skills.)
Attainable	Goals should motivate us by being just within our reach. Goals should not seem overwhelming and unattainable. Attainability is correlated with how large the gap is that we want to close, and how much focus, time, energy, and resources we are prepared to put into attaining the goal. (e.g. Increasing reading achievement by 3% points in 3 years.)
Results-Based	Focus on results-based goals with concrete benchmarks against which to measure efforts. (e.g. results can be tracked by assessment over time) Process goals. (e.g. implementation of a new text series.)
Time-Bound	Set a specific time-frame for the goal. (e.g. one year, three years, five years.)

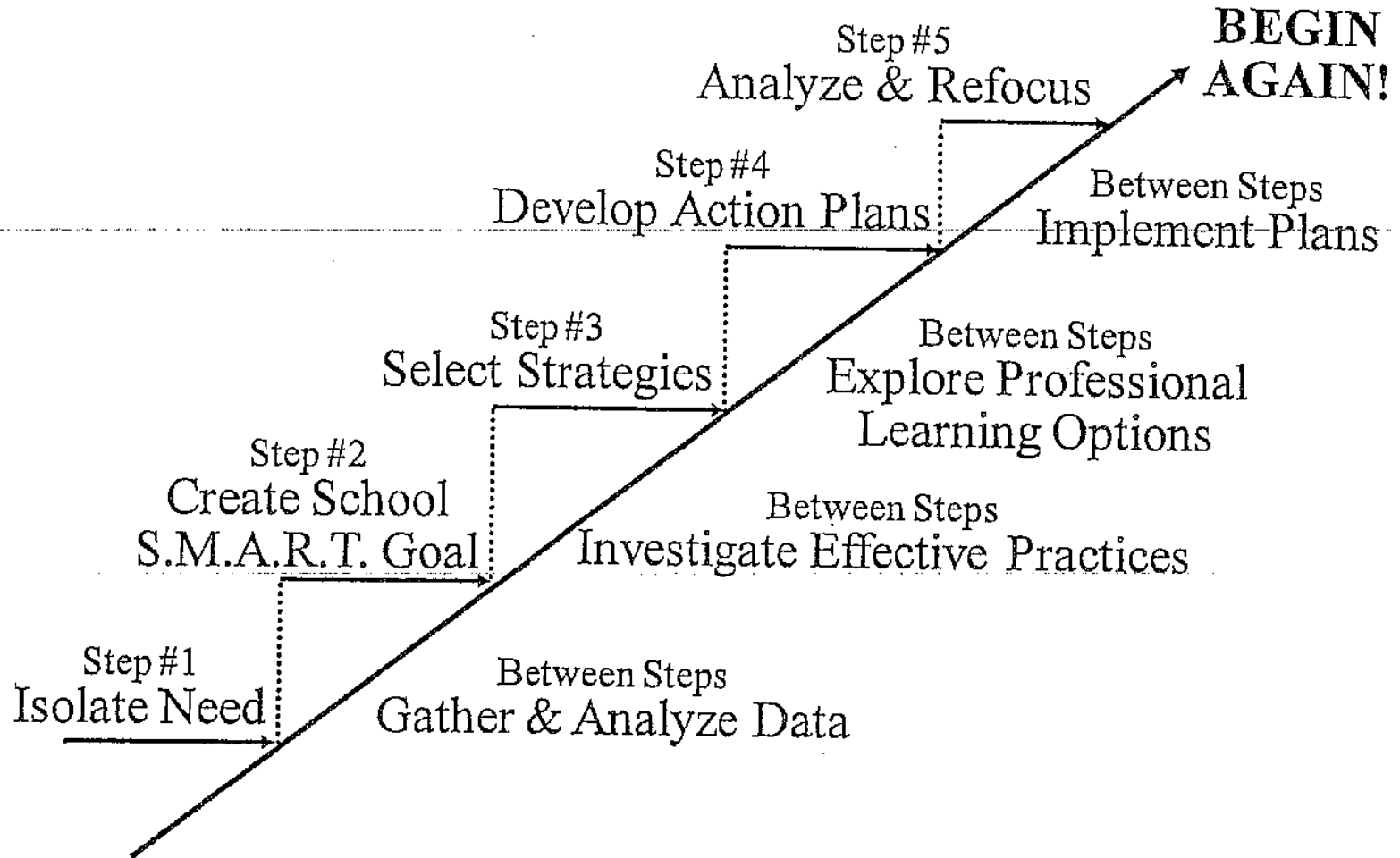
A System of S².M.A.R.T. Goals

SMART goals can be developed for different levels of a system. To maintain the strategic aspect of SMART goals, schools and teams of educators should align their SMART goals as a system. If a district's long-term goal is to ensure that all students are reading on grade level, and reading is a great area of need, then the school improvement goal should focus on reading, as should the collaborative classroom goals. This type of goal alignment allows different levels of a system to work together toward the same outcome, and focus resources on that outcome.

System-Wide SMART Goals



SMART GOAL PROCESS



Sample SMART Goals

School Level:

All sixth grade students will meet or exceed the state average in reading on the 2014-2015 STAR reading assessment by spring 2015.

District Level:

Teaching and Learning - By June 2018, 85% of all students will meet or exceed grade level standards as measured by the STAR tests in reading and mathematics.

Facilities - By June 2016, all four District schools will have an upgraded (District server) camera system in place along with door access (FOB) system on all exterior doors.


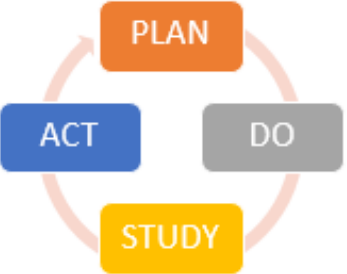
Technology - By June 2018, ECSD Grade 8 students will increase technology proficiency from 44% to 100% as measured by the Technology Proficiency Assessment.

Communication and Community Engagement - By June 2017, the District will enhance the website for more efficient use as measured by a District developed stakeholder survey.

Climate and Culture – By June 2018, school climate will improve from 1.9 to 3.0 on a four point scale as measured by a District developed employee survey.

Workforce Engagement and Development – By June of 2018, 100% of staff will complete at least one professional development training per year and track it using an online tool.

Continuous System Improvement Plan Template

 <p>Evansville Community School District</p>	<h2 style="text-align: center;">Continuous Improvement Plan 2015-2016</h2>	
<p>Priority Area:</p> <p>Teaching and Learning</p>	<p>Strategic Objective</p> <p>The ECSD will provide a rigorous and relevant curriculum delivered by highly effective staff who use innovative, research-based strategies to prepare students to compete/succeed in a 21st century global environment</p>	<p>Strategic Focus:</p> <p>Reading Achievement for Students with Disabilities</p>
<p>PLAN: Identify the Data Measures and Performance Gap</p>		
<p>Strategic Focus Goal: By 2016 reading achievement for students with disabilities will increase by 5 percentage points as measured by the WKCE and STAR reading assessments.</p>		
<p>Timeline For Completion: One year</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> • Special education teachers have received training in effective reading strategies. • Reading strategies have been implemented in pullout classrooms. 2. What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> • Longitudinal data show that students with disabilities are not achieving at a desired level. 3. Which data points identify the gaps or needs identified in question 2? <ul style="list-style-type: none"> • WKCE • STAR • ACT 4. Which strategy will we use to reduce the gap or improve the need identified in question 2? <ul style="list-style-type: none"> • We will develop a team teaching model at the middle level so that we eliminate pullout classes. 		

DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan

Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. WKCE	14.4 % SWD Prof/Adv Reading grade 8 2014		
2. STAR	15% SWD Prof/Adv Reading grades 6-8 2014	17% SWD prof/adv May 2016	
3. SRI	565 Lexile for SWD grade 9 2015		
4. ACT	1/15 12 th graders tested 2014		
5. ACT	Score of 20/36 Reading 2014		
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1.			
2.			
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.			
2.			

Do: Create an action plan based upon Data Analysis – **ACTION PLAN #1** (Multiple Check-in Points)

What action steps will need to be taken to reach the goal?

ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
1. Professional learning for all staff on team teaching models	Handouts and notes for P.D. sessions	September 30, 2015	Building principal Director of C/I Director of Student Services
2. Develop team teaching partnerships	List of partners	September 30, 2015	Building principal
3. Provide common planning time	Building schedule	September 30, 2015	Building principal

4. SRI Implementation grades 6-8	SRI assessment plan	September 30, 2015	BLT
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Study: Analyze Data After Implementing Action Plan Steps

To be completed by **November**.

MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)	Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. SRI	365 Lexile grade 6 November 2015 425 Lexile grade 7 November 2015 505 Lexile grade 8 November 2015	No progress after 2 months of implementation

Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #2

ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
1. No additional steps			

Study: Analyze Data After Implementing Action Plan Steps

To be completed by **February**.

MEASURE/INDICATOR (from Act step Plan #2 above)	Evidence of Progress/Effectiveness (include data)	Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. SRI	390 Lexile grade 6 November 2015 480 Lexile grade 7 November 2015 545 Lexile grade 8 November 2015	Lexile levels at grades 6-8 have increased Differentiation within the inclusive general ed classrooms for grades 6-8 has improved reading achievement for SWD
2. STAR	16% SWD prof/adv grades 6-8 February 2016	Differentiation within the inclusive general ed classrooms for grades 6-8 has improved reading achievement for SWD

Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #3

ACTION STEP	MEASURE/INDICATOR What data will be collected?	END DATE	PERSON(S) RESPONSIBLE
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your team take?	How will you know when the step is completed?	completed?	
1. No additional steps			

Study: Analyze Data After Implementing Action Plan Approach

To be completed by **May**.

MEASURE/INDICATOR (from Act step Plan #3 above)	Evidence of Progress/Effectiveness (include data)	Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. SRI	425 Lexile grade 6 May 2016 530 Lexile grade 7 May 2016 605 Lexile grade 8 May 2016	Lexile levels at grades 6-8 have increased Differentiation within the inclusive general ed classrooms for grades 6-8 has improved reading achievement for SWD
2. STAR	17% SWD prof/adv grade 6-8 February 2016	Differentiation within the inclusive general ed classrooms for grades 6-8 has improved reading achievement for SWD

Act - Year-End Conclusion: At the end of the year, reflect on your progress and determine the focus for the coming year

Select the option that this strategic planning team will pursue in 2016-2017 with this strategic focus area

1.	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area
2.	Year-long target goal has not been met , but the current plan is effective and will be continued
3. x	Year-long target goal has not been met , but the plan will continue with new strategies applied
4.	Year-long target goal has not been met and the team will move in a different direction
5.	Other – please explain in space below

Committee Structure

Standing Committee

Board and Administrative Team

Subcommittees – Strategic Focus and Goal Development

Co-Chairs: Board and Administration

Members: Staff, Parents, Community

Subcommittees – Action Plan Development

Co-Chairs: Administration and Board

Members: Staff, Parents, Community

Committee Membership

Committees will be comprised of:

Board Member(s)

Administrator(s)

Staff Member(s)

Parent(s)

Community Member(s)

Board members and Administrators will co-chair their committee and select their members.

Committee Assignments

Teaching and Learning

Board Member – Melissa Hammann

Administrator – Paula Landers &
Vaunce Ashby

Workforce Engagement and Development

Board Member – Sandi Spanton-
Nelson

Administrator – Joanie Dobbs & Barb
Dorn

Communication and Community Engagement

Board Member – Kathi Swanson

Administrator – Jerry Roth

Technology

Board Member – Eric Busse

Administrator – Jason Knott & Larry
Martin

Facilities and Operations

Board Member – John Rasmussen &
Tina Rossmiller

Administrator – Doreen Treuden &
Brian Cashore & B&G Dir.

Climate and Culture

Board Member – Amanda Koenecke

Administrator – Scott Everson

Collaborative Norms

Agreed upon behaviors accepted by the group.

Strategic Planning Committee

Meeting Norms

Example

Meeting Norms	Behaviors – Commitments to Each Other
<ul style="list-style-type: none">• Agendas provided ahead of meeting• Be on time• Respect the work<ul style="list-style-type: none">-100% engagement/attention for all members-Phone calls in extreme emergency-Prioritize the work with attendance and participation-Sincere focus on the goals established by the team• Respect each other<ul style="list-style-type: none">-Honor individual differences-Respect differences in opinion-Embrace different points of view-Value personal perspectives and feelings• Everyone has the opportunity to voice their opinions<ul style="list-style-type: none">-No one person dominates the discussion• Meeting roles<ul style="list-style-type: none">-Facilitator, Note Taker, Time Keeper, Norm monitor• Evaluate the meeting process at the end of each meeting (Review the norms)• Send meeting notes to participants	<ul style="list-style-type: none">• Professionalism<ul style="list-style-type: none">-Approach questions, issues, comments in a professional manner that continues to support the broader good-Support the process• Demonstrate and support the broader efforts/goals• Keep personal comments and opinions private when communicating outside of the meeting• Accurate professional communication with all stakeholders outside of the meeting• Engage in politics proactively• Focus on results• Acknowledge and celebrate successes• Build trust by adhering to the agreed upon norms and commitment to the work of the team

Timeline

July 16, 2014 – Overview and Board approval of first steps

September 24, 2014 – Outline details and tools for developing Continuous System Improvement Plan

December 10, 2014– Presentation of Goals/Approval by the Board

March 25, 2015 – Presentation of Action Plans/Approval by the Board

September 2015 – Implementation of Goals

2015-2016 School Year – Evaluation/Review of Goals