

Systems and School Improvement

NWESD 189

WA School Improvement Framework Snapshot

Select a District

Select a School

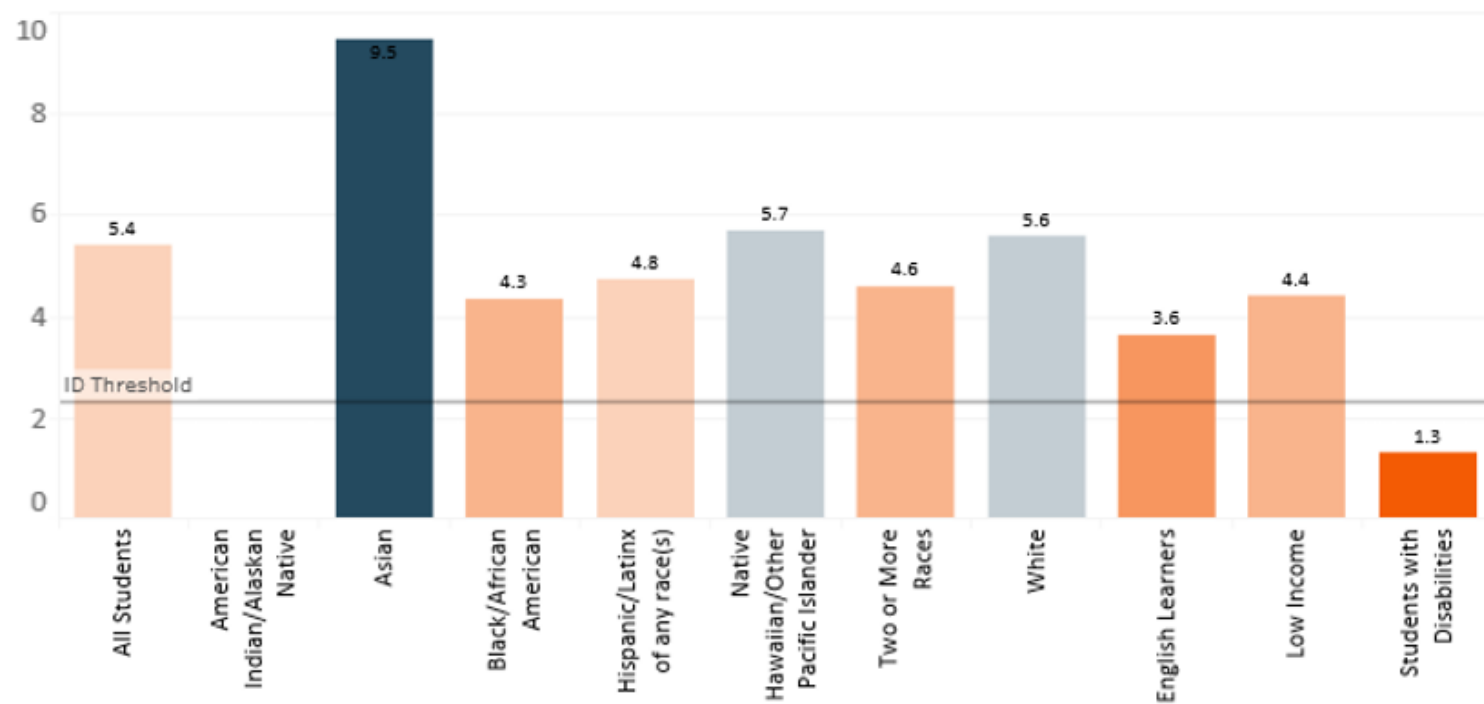
School Status:

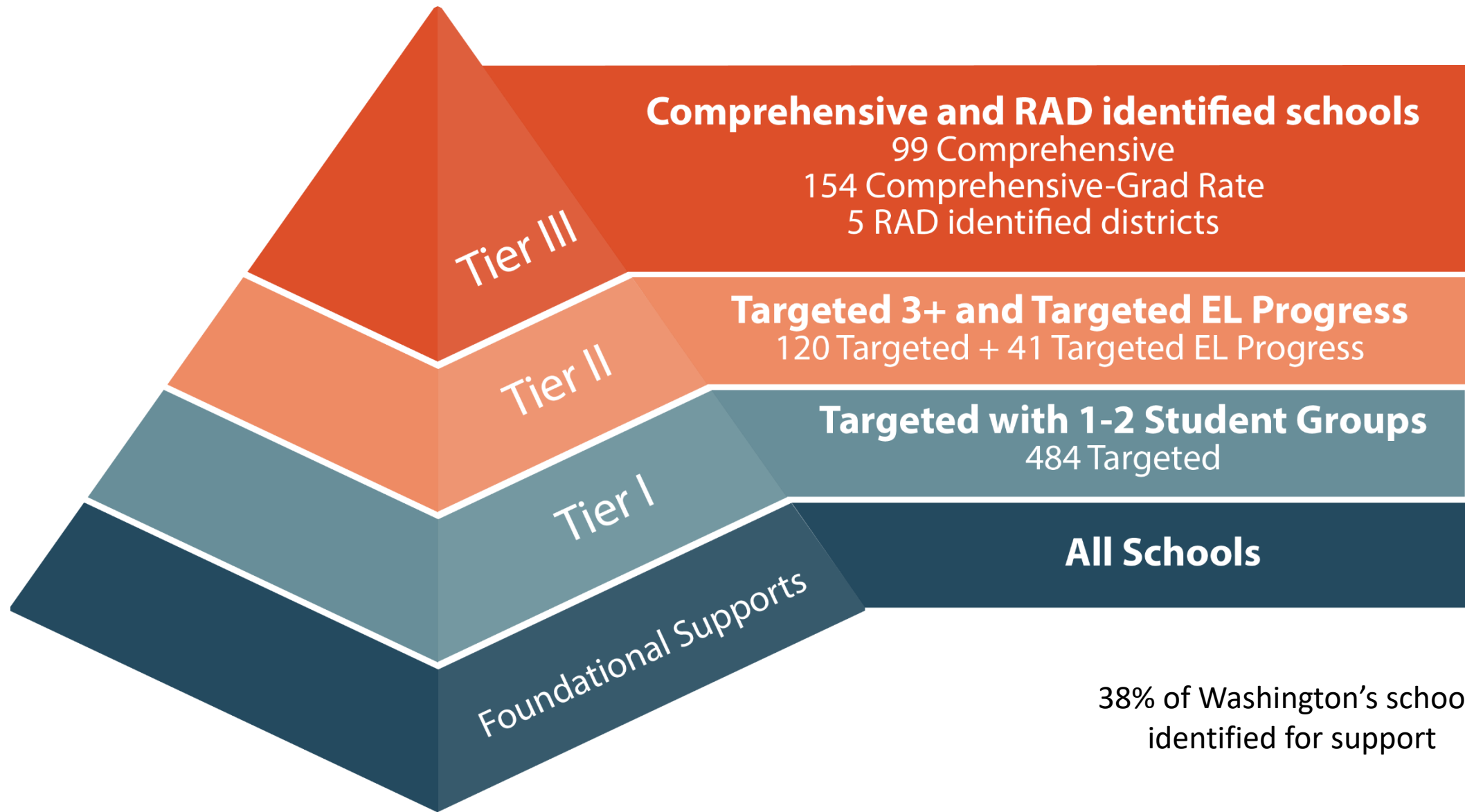
Support Tier 1:
Targeted 1-2



Missing Data? [Click here to find out why](#) 🌸

Overall Framework Score by Student Group





38% of Washington's schools identified for support

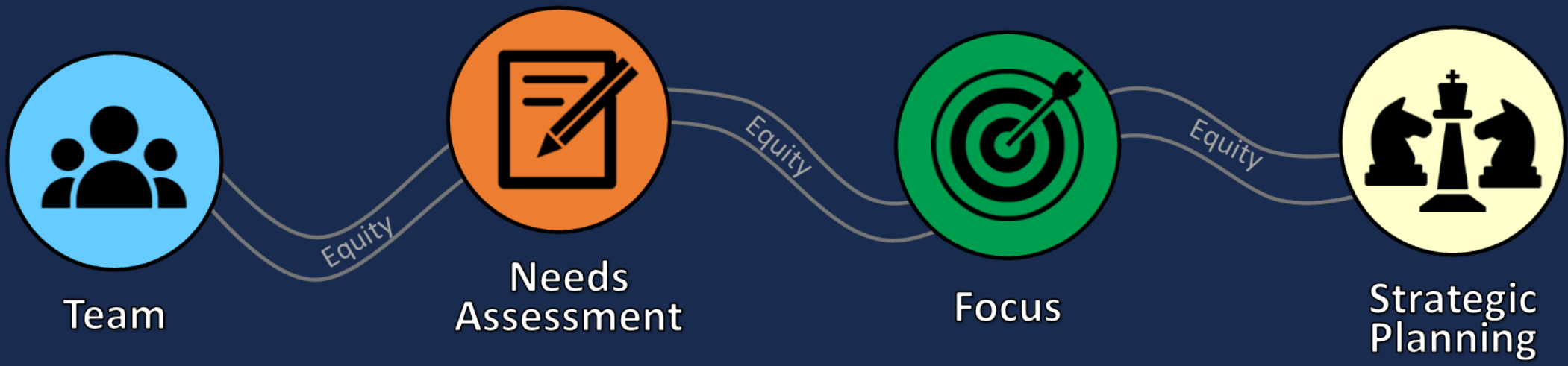
Go Slow to Go Fast!

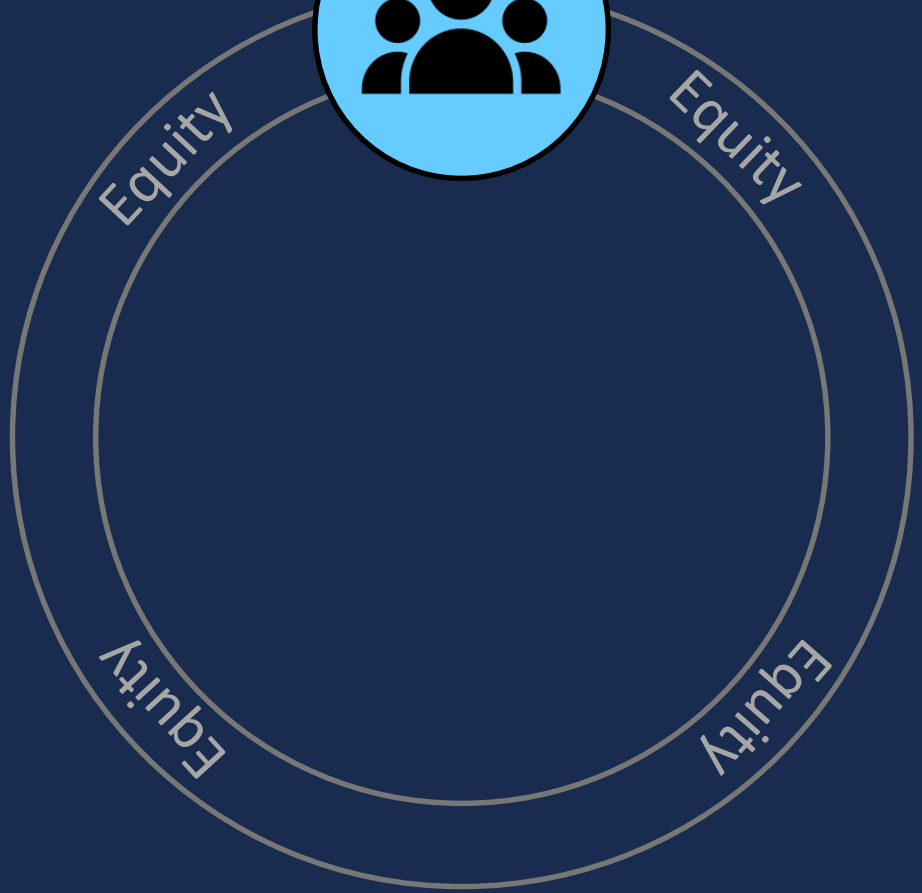
- Timelines adjusted to support using technical assistance to prompt:
- Adaptive Leadership and
- Transformation Action Planning
- Stance of Support..... Enhance through partners in reflection, leadership, implementation science and pedagogy

Priority Areas Regional Support

- *Data and Equity*
- *Core Instruction*
- *Tiered Support - MTSS*
- *Service Delivery of Special Education*
- *Educator Effectiveness*







Team

Mindset

Collaborative

Influencer



Guiding Question

- What leadership moves do I implement to disrupt and dismantle inequitable practices and systems so that all students have equitable access to resources and achieve at high levels?

Improvement Mindset

Everyone is in the business of continuous improvement.

Different needs require different supports.

The arc of progress: Honor what works + explore opportunities to innovate

Schools are identified for support to improve student learning—they are not identified as failing.

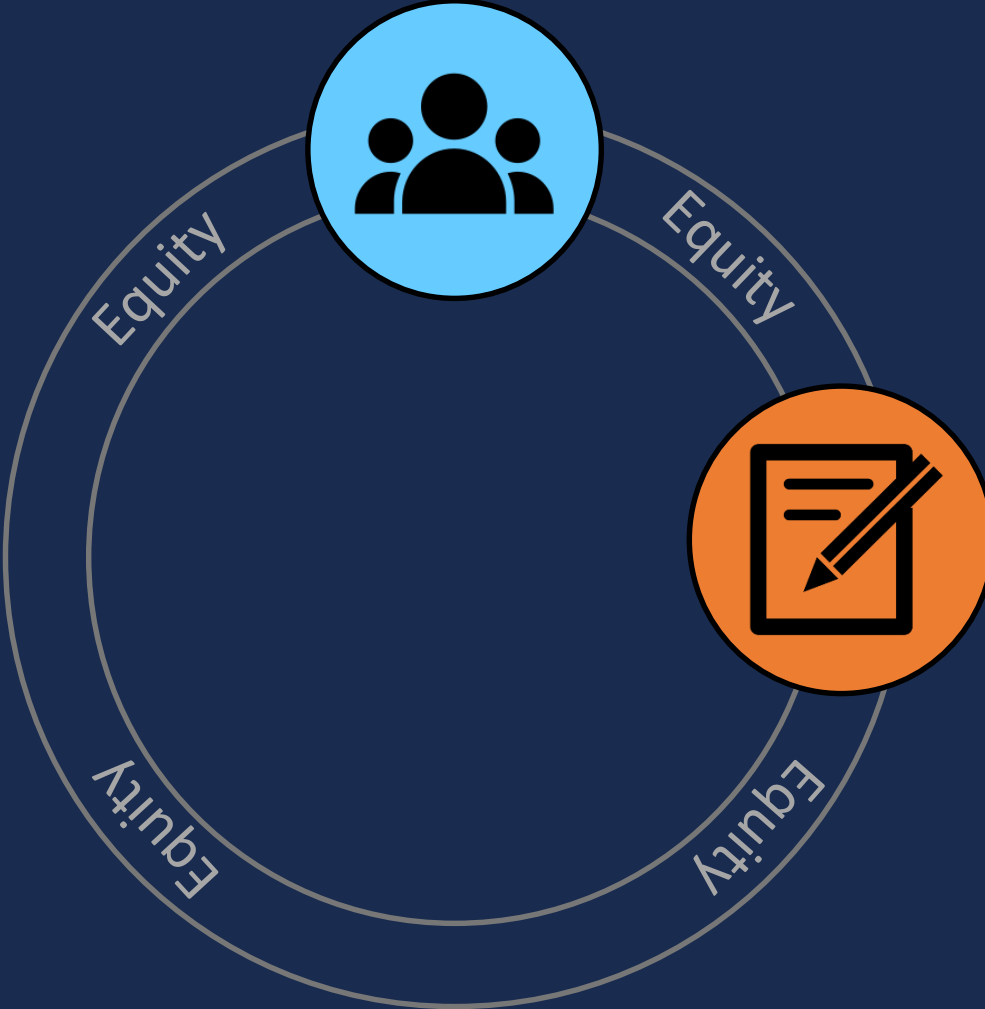
Change takes time.

Carol Dweck | TEDxNorrkoping

The power of believing that you can improve



https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve#t-15393



Needs Assessment

Data Collection

Data Analysis

Causal Factors





The goal is to turn data
into information
and information into
insight.

Needs Assessments

- What information do you already have?
 - WSIF Metrix
 - Student Growth Data
 - Student Group data

What information do you need? Dig Deeper!

- Perception Surveys
- What formative assessments do you need data from
- Walk-throughs re: school climate agreements; instructional practices

- What does your analysis tell you? Where do you go next?

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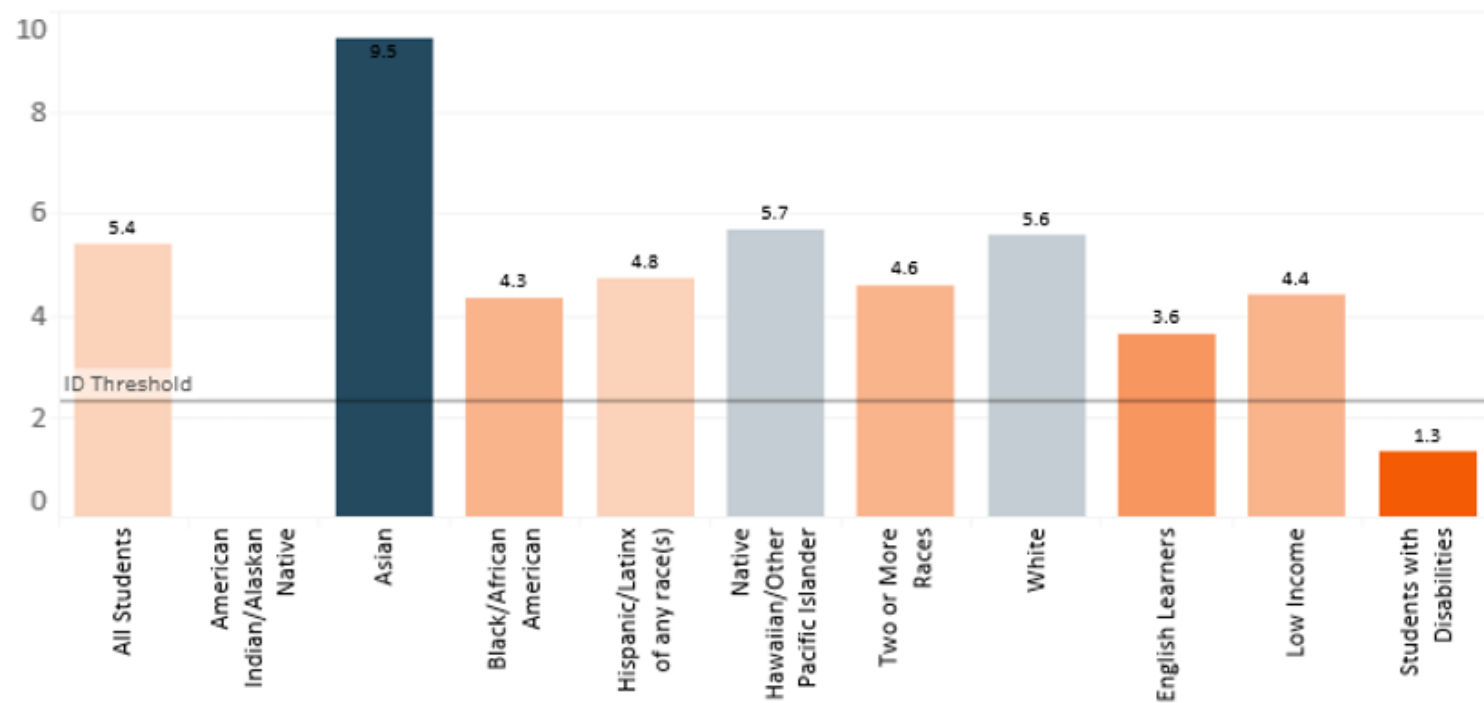
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Focus

1 – 2 Focus Areas

Customized Evidence-
Based Practices

Small Test of Change



Small Test of Change

- Select 1-2 small step, short term goals
- Evidence of Implementation
- Evidence of Impact / Progress Monitoring
- Adjust – start cycle again - refine

First 100 Days in School Improvement

- **Comprehensive Needs Assessment**
 - Deep Data Dive and Analysis
 - Remember Data is not always scores or numbers
 - Causal Factors
- **Research effective practice, policy, programs and paradigm**
- **Small Test of Change (SIP/Action Plan)**
- **Evidence of Impact**
 - How do you know it is working or not working?
- **Time to Scale Up** (how, when, who)



Strategic Planning

Roles, Responsibilities,
and Timeline

Progress Monitor

Adjust



Transformational Practice and Planning

- **Integrate and merge multiple plans**
 - Title 1 Plan, OSSI Plan, District Plan, Migrant Plan, EL Team Plan
 - Consistent focus and expectation will increase implementation
 - Ongoing, collaborative monitoring will inform decisions

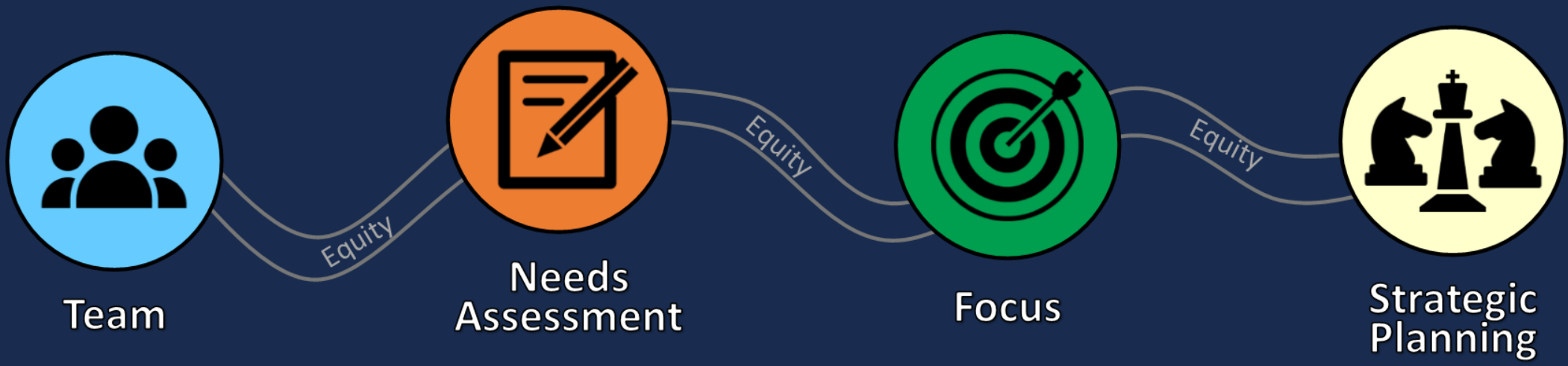


- Beliefs (WHAT)
- Behaviors (HOW)

BEHAVIOR + BELIEF = CONSISTENT MESSAGE (Integrity)

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- **May 2019 2019-2021 SIP**
- **Time to Scale Up** (how, when, who)



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BE BOLD FOR *Change*

Give One,
Get One:
Continuous
Improvement

1. To improve educator or learner outcomes, a necessary step is to...
2. As a leader of Instructional Decision-making what big idea for school improvement would you implement? What first step would you take to get started?