Fed Chats: Professional Learning for Federal Programs Coordinators

Session 4

Utilizing Your Dollars to Support School Improvement
WELCOME
PowerSchool Registration Information

For 1 PLU Credit: PLUACLD857

For 20 CEU Credits: CEUFP857
Session 4
Utilizing Your Dollars to Support School Improvement

Special Guest Presenters:

Dr. Melissa Shields, NBCT
Office of School Improvement
Alabama State Department of Education

Towana Smith
Huntsville City Schools
Federal Programs Coordinator

Dr. Paige Raney
Guntersville City Schools
Chief Academic Officer
MidYear Reviews....
During a Pandemic

Dr. Melissa Shields, NBCT
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@mjshields
Some things to consider...

◉ Use this as a time to review Strategic Themes and Critical Initiatives…
  ◉ Are they realistic and actionable?
  ◉ Are there too many?
◉ Make changes as needed. This is a fluid document.
◉ Look ahead for the spring.
  ◉ How might your plan(s) and funding needs change post-pandemic?
  ◉ Are there areas that can be collapsed or prioritized?
◉ Moving forward, you might not need to do more... Perhaps you need to do **less** with **greater focus**.
Traditional MidYear Review Questions

◉ Where are you now?
◉ Where do you want to be?
◉ How will you get there?
◉ How are you monitoring your progress?
◉ How are you evaluating your effectiveness?
Every Child. Every Chance. Every Day.

Academic Growth and Achievement
Increase student outcomes in all academic areas with a focus on reading and mathematics.

College, Career, and Workforce Ready
Engage, challenge, and support every student in relevant, impactful instruction that equips him or her with the knowledge and skills necessary to successfully enter college, career, or workforce.

Safe and Supportive Learning Environment
Provide safe environments that support the physical, mental, emotional, social, and cognitive development of all students in every school.

Highly Effective Educators
Ensure highly effective educators are equipped with the content knowledge and teaching skills to address the needs of all learners in every school.

Customer-Friendly Services
Build a collaborative environment at the Alabama State Department of Education that provides fast, reliable customer service for citizens, state leaders, and local education agencies.

Other Data Sources...

**Student Learning**
- Interim Assessments
- Student Work Samples
- Classroom Assessments (Type and Frequency)

**Local Demographics**
- School Location and Size
- Student Characteristics
  - Poverty, IEPs, migrant, race, ethnicity, mobility
- Staff Characteristics (Experience, Attendance, Turnover)
- Feeder pattern

**School Processes**
- Instruction
- Curriculum and Instructional Materials
- Services and/or Programs (Title, Special Ed)
- Interventions
- Family/Community Involvement
- Evaluations of School
- Discipline Referrals and Suspension Rates

**Perception Data**
- Teaching and Learning Surveys
- Perception Survey Data (e.g., parents, students, teachers, community, school leaders)
- Self-Assessment Tools

**Student Learning**
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**Perception Data**
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- Self-Assessment Tools
“Be a student of your students.”

-Manual Scott (Freedom Writers)
ACIP Review Tool

ACIP Review for Cognita Strategies for ATS! and Non-ATS! Schools

Accountability Indicators

For an ATS! School, these indicators should be explicitly addressed within the ACIP. For non-ATS! schools, these indicators should be noted to address the identified CIP subgroup(s). Subgroup interventions and strategies may be addressed within the document.

<table>
<thead>
<tr>
<th>Strategic Themes, Objectives, &amp; Critical Initiatives</th>
<th>Indicator</th>
<th>Evidence / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, consistent, and convincing evidence</td>
<td></td>
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</tr>
<tr>
<td>Each critical initiative is carefully defined, and there is evidence of alignment between the initiative and the evidence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Report Card Indicators

<table>
<thead>
<tr>
<th>Report Card Indicators</th>
<th>Evidence / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td></td>
</tr>
<tr>
<td>Student Growth</td>
<td></td>
</tr>
<tr>
<td>Chronic Absence</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td></td>
</tr>
<tr>
<td>CCR (if applicable)</td>
<td></td>
</tr>
<tr>
<td>ESL (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

Level 1 Evidence

Strategic themes are not aligned to data.

Level 2 Evidence

Strategic themes are aligned to limited evidence.

Level 3 Evidence

Strategic themes are aligned to limited evidence, and there is evidence of alignment between the initiative and the evidence.

Level 4 Evidence

Each critical initiative is carefully defined, and there is evidence of alignment between the initiative and the evidence.

Progress Monitoring & Evaluating

Predictions and strategies are in place to implement and monitor the effectiveness of the plan, including interventions in place for identified ATS! subgroups.

<table>
<thead>
<tr>
<th>Rating (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Clear, consistent, and convincing evidence</td>
</tr>
<tr>
<td>2 - Evidence of a process of implementation, monitoring, and evaluation identified</td>
</tr>
<tr>
<td>3 - The ACIP provides evidence of a process of implementation, monitoring, and evaluation, and for all</td>
</tr>
<tr>
<td>4 - Clear, consistent, and convincing evidence</td>
</tr>
</tbody>
</table>

https://docs.google.com/document/d/1rBblMrw6zG4z0G5f8xOw6NtZQTNIhAjIYbL3wt6Vjig/edit?usp=sharing

CSI School Template
## MidYear Check Point Tool by Accountability Criteria

<table>
<thead>
<tr>
<th>2020-2021 CSI Schools Mid-Year Check Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Strategies</td>
</tr>
<tr>
<td>Tools</td>
</tr>
<tr>
<td>Programs</td>
</tr>
<tr>
<td>Hires</td>
</tr>
</tbody>
</table>

[https://drive.google.com/file/d/1_LpucvquLEisIW3ENBuCmX2TlYr-Yi6/view?usp=sharing](https://drive.google.com/file/d/1_LpucvquLEisIW3ENBuCmX2TlYr-Yi6/view?usp=sharing)
eProve Four Phases

1. **ENVISIONING**
   - Expands an institution’s view of its current reality and potential future to establish a foundation for decisions about continuous improvement planning.

2. **PLANNING**
   - Work toward the development of your institution’s long- and short-term continuous improvement plan.

3. **IMPLEMENTING**
   - Create an Annual Implementation Plan that provides a detailed explanation of the activities associated with each Critical Initiative to address for the coming year.

4. **EVALUATING**
   - Leverages the theories of action created to determine the effectiveness of each Critical Initiative. These inform discussions about the effectiveness of the Annual Improvement Plan and any implications for future work.
Cognia eProve Strategies Status Tracking and MidYear and Progress Notes

Implementing
- Design Implementation Plan
- Assign and Communicate Responsibilities
- Enact and Monitor Progress

Evaluating
- Determine Impact of Critical Initiatives

Critical Initiative
Provide intervention to students in achieving academic proficiency. (i.e. Sped. services, explicit small group instruction, ARI specialist K-3, iReady, tutors, Summer Camp, CSI Support-ELA, ESL)

Start Date: 09/07/2020   End Date: 06/07/2021

Objective: Identify, provide, and support effective instruction to increase the academic achievement of students via traditional setting and/or remote settings.

Activity
Reading and Math intervention using technology

Add Comment
Utilizing Your Dollars to Support School Improvement
Towana Smith
Huntsville City Schools
Federal Programs Coordinator
Towana.Smith@hsv-k12.org
Spending CSI Funds During a Pandemic

School Planning Process

Initial District Meeting

- Decide how to effectively utilize these supplemental funds to support efforts and initiatives aimed at raising student academic achievement.
- Review Current Allocation
- Review Past Allocation
  - What was effective? What wasn’t effective? What worked? What didn’t work? What to keep? What to delete?
  - Develop a plan for implementation…
Try...Fail...Learn...Repeat

School Planning Process
  Develop Plan
    Utilize supplemental funds to hire additional personnel to increase student academic achievement.
    • Math Coach
    • Behavior Support Specialists
    • Instructional Specialists
    • Intervention Tutors
    • Virtual PD

E-Learning Occurs
  How to provide support for students who are struggling academically?
  Did we not effectively prepare for the Coronavirus?
  Don’t forget the children…

Did we not effectively prepare for the Coronavirus?

Don’t forget the children…
The “Rona” is Coming...

- Back to Square 1
  - Revisit and revise our initial plan
  - Revise our contracts for our intervention tutors to include an indemnification clause that protects our Federal dollars in the event of a shutdown.
  - What upgrades are required for instructional purposes?
  - Don’t forget the children…
Try…Fail…Learn…Repeat

Mid-year Review
- Review current plan
  - OMG, where’s the data?
    - The students are sick, and the teachers are sick. There is NO data!

Budget Review
- Monthly budget status reviews
- Does the budget coincide with the ACIP?
- What revisions are required to ensure that the supplemental funds are aimed at raising student academic achievement?
- OMG, another budget review may be required!
- Don’t forget the children…
The “Rona” is Still Here, Now What?

- We continue to spend our supplemental funds to support efforts and initiatives aimed at raising student academic achievement.
- We revise and revisit our plans.
- We continue to process and secure resources that are supplemental and supportive.
- We will establish structures to monitor progress.
- We provide support and ensure that our expenditures are allowable, reasonable and necessary.
Examples of Allowable and Not Allowable Title I Expenditures

All expenditures should be supplemental and directly linked to increasing the academic achievement of our economically disadvantaged students in our Title I schools. Remember: just because an expense is allowable does not mean that it is reasonable or necessary. Therefore, the Local Education Agency will decide if an expense is necessary to carry out the needs of the Title I program.

The following table contains some examples of Title I expenditures.

<table>
<thead>
<tr>
<th>Type of Expense</th>
<th>Allowable</th>
<th>Not Allowable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising to inform parents of school achievement, rules, regulations, etc.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Appliances (refrigerators, microwaves, etc.)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Alcoholic beverages</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Athletics equipment, yearbooks, athletic awards</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Building maintenance, repairs, supplies etc.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Banquets, carnivals, luncheons, parties, etc.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bereavement or congratulatory cards</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Childcare for parents while attending school</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

https://drive.google.com/file/d/1SH_n5svTIVmlMbZYYv7ggnyf_zrX-RGEM/view?usp=sharing
Try…Fail…Learn…Repeat

◉ Even though we don’t have all the answers…We will continue to support our schools to the best of our ability!

◉ Will we make mistakes?
  ◯ Yes!
  ◯ We will try, we will fail, and we will hopefully learn from our mistakes, after all we are human!

◉ Don’t forget the children…
Dr. Paige Raney
Guntersville City Schools
Chief Academic Officer
paigeraney@gcboe.net
@PaigeRaney - Twitter
Professional Learning - An Investment

Guntersville City Schools establishes Professional Learning as a District Initiative.

We determine the Professional Learning needs by surveying teachers, support staff, and principals. We STUDY this data.

We collaborate with our District Leadership Team to plan Professional Learning for the year. Currently, PLC Work.
Professional Learning - An Investment

Guntersville City Schools - 3 years ago:

No cohesive Professional Learning Plan

No collaboration across schools - mainly worked in silos

No culture of professional learning & the commitment and work it takes

Meetings were not “learning meetings“ - they were announcements
Professional Learning
How Title Funds Provided Support

- Used Title resources to send personnel to PLC institutes
- Used Title resources to engage in PLC book studies
- Used Title resources to engage in PLC Coaching
- Used Title resources to provide substitutes for professional learning

Important:
Title resources followed and supported what we determined to be a “gap” in the district. They supplemented our state professional development funds.
Professional Learning
Guntersville City Priorities

● What do we expect students to learn?
  ○ Developing learning targets and how they will be met; clarifying and adding meaning to standards; identifying what standards look like in successful student work; unit planning; common scoring

● How do we know if they learn it?
  ○ Use of common formative assessments; questioning technique

● How do we respond when students experience difficulty in learning?
  ○ Differentiated instruction; response to intervention; behavior intervention systems

● How do we respond when students are proficient?
  ○ Differentiated instruction; project learning; technology-based learning; acceleration
Professional Learning
Guntersville City Priorities
Summer 2019 & 2019-2020

◉ Essential Standards
◉ Learning Targets
◉ Instructional Rounds

**Resources in Google Drive link**
Professional Learning
Guntersville City Priorities
Summer 2020 and 2020-2021

◉ Essential Standards - identify / revisit
◉ Pacing Essential Standards
◉ Addressing Learning Gaps: Flashback & Flashforward
◉ Intervention / Extension Groupings
◉ Time in Master Schedule for Intervention / Extension
◉ Clear Assessments
Professional Learning
Guntersville City Priorities

Through strong planning and collaboration, Title funds can supplement the ongoing work.

Best part: KIDS are beneficiaries when GROWN-UPS get smarter.
Homework Assignments
Session 4
PLU Homework Assignment
Due January 15, 2021

PLU Participants:

1. Briefly describe your mid-year review process this year. How was it different as a result of COVID conditions?
2. What data did you review? What did it tell you?
3. Who participated in the review?
4. How did this review inform your work moving forward? Any surprise?

Use Schoology to submit your assignment. **Log in information can be found on the LAST slide.**
Homework Assignments
Session 4
PLU Homework Assignment
Due January 15, 2021

If you have questions regarding any of the homework assignments, please do not hesitate to contact Calandra Hawkins.

Calandra Hawkins - ALSDE Federal Programs
Calandra.hawkins@alsde.edu
334-694-4520
Beginning with Session 2, we will start using Schoology to submit PLU homework assignments. Disregard if you are receiving CEU credits. You do not have to submit PLU assignments. Use the information on the previous slide to submit Session 1 homework.

• Log in to Schoology (schoology.com)
• Your username is the email address you used to register for this course. The password is Schoology2020. Feel free to change your password after logging in.
• Select Courses in the top menu.
• Click My Courses.
• From the My Courses page, click Join Course on the right side of the page.
• Enter the course access code Q3FV-TKSZ-GGN9P
• Click Join.
• If you are having issues accessing Schoology, please email Dr. Milanda Dean at mdean@alsde.edu.