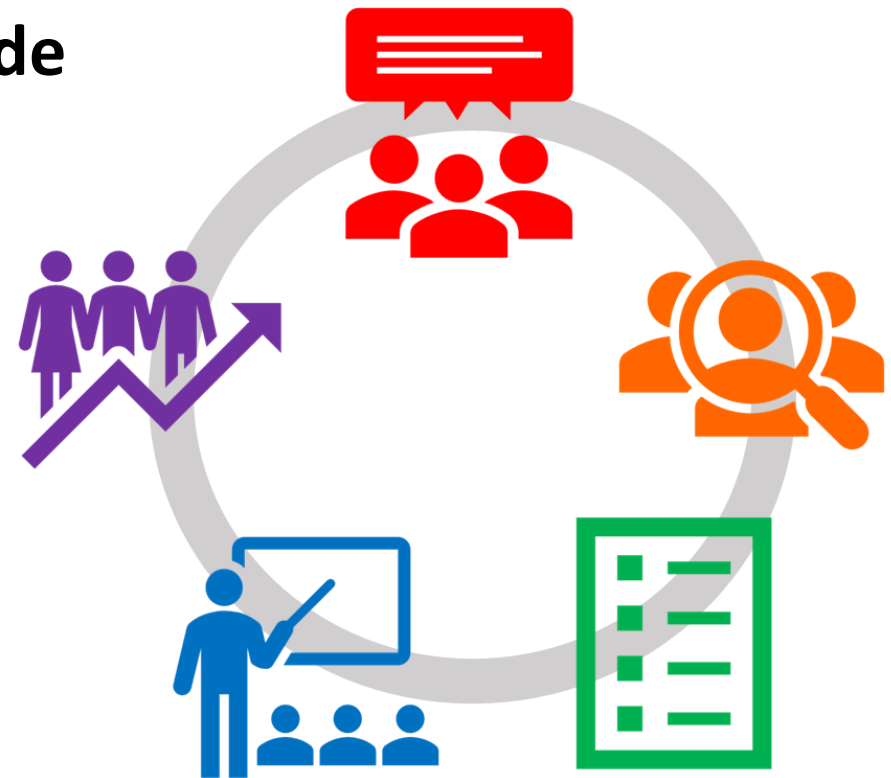




# Local School System Planning Guide for Targeted Support and Improvement Schools (TSI)

A Collaborative Planning Tool for Local School System Leaders and Schools



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## Local School System Planning Guide for Targeted Support and Improvement Schools (TSI)

Local school systems provide technical assistance to TSI school leaders to develop action plans containing measurable benchmarks toward meeting exit criteria as established by Maryland’s accountability system. In a collaborative decision-making process, local school system personnel and stakeholders may use this guide to build the members of the implementation team, analyze data and identify root causes, develop an action plan, select evidence-based strategies for implementation, and track indicators of progress.

**Directions:** *Engage in decision-making process to:*

1. *Collaborate;*
2. *Explore Root Cause(s) and identify priority area(s) across the district;*
3. *Strategize and Prioritize Your Next Steps;*
4. *Modify Existing Practices Using Selected Evidence-Based Strategies/Interventions;*
5. *Evaluate and Renegotiate Your Goals*

| STEP 1: Collaborate: <i>Identify the members of your cross-departmental team who will work through this process</i>  |                |
|--|----------------|
| Name   | Position Title |
|  |                |
|  |                |
|  |                |
|  |                |
| <p>Additional participants to invite: _____</p> <p>*How often do you meet? _____</p> <p style="text-align: center;"><i>*Highly Performing Teams meet at least <b>quarterly</b> to review data and modify the plan as appropriate to ensure progress monitoring of benchmark and overarching goal(s).</i></p> |                |

**STEP 2A: Explore Root Causes** (Review Data, Determine Root Causes, and Identify Priority Areas)

For each TSI school, identify the root causes leading to identification based on each student group. Consider using the Fishbone method to identify the drivers of the root causes of the problem. Often referred to as a cause and effect diagram, or Ishikawa, it is a simple root cause analysis tool that is used for brainstorming issues and causes of particular problems and can and often is used in conjunction with the 5 Whys tool.

| <b>School</b> | <b>Student Group(s) Identified</b> | <b>Root Cause(s)</b><br>When you have listed all the possible root causes, prioritize them based on their impact on student groups. | <b>Evidence and/or Data</b> | <b>Planned Response Action(s)</b><br>Identify each necessary action(s) <ul style="list-style-type: none"><li>• Professional Learning Opportunities</li><li>• Academic or Behavioral Interventions</li></ul> |
|---------------|------------------------------------|---|-----------------------------|---|
|               |                                    |   |                             |   |
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## SMART Intervention Goals

**Directions:** Based on the prioritized root causes, the school should develop **no more than three SMART** intervention goals in order to address the recommendations for improvement from the Root Cause Analysis report. Goals must be specific, measurable, achievable, realistic, and time-bound (SMART).

- **Specific:** Is the goal clearly defined?
- **Measurable:** Are concrete criteria identified for measuring progress toward attainment of the goal?
- **Achievable:** Does the goal stretch the school while still being attainable?
- **Realistic:** Does the goal relate to student learning and achievement? Is it data-based?
- **Time-bound:** Is the timeframe appropriate for accomplishment of the goal?

### For each SMART intervention goal:




- Identify one or more of the Four Domains to which the goal aligns,
- Identify the annual outcomes for the goal (i.e. – what data will the school collect and measure to determine if this goal has been achieved?), and
- Identify the progress indicators\* for the goal (i.e. – what data will the school collect and measure to determine if they are on track to meet the goal at any given point in time?).
  - Schools will identify progress indicators for various time frames (30 days, 60 days, quarter 2, and quarter 3).
  - Schools will also identify progress indicators related to both implementation (i.e. adult actions, systems, structures, and processes) and student outcomes.

**\*NOTE:** Indicators are incremental checkpoints, data, or information used to assess progress toward achieving an outcome. How to pick leading indicators:

- Ask what data are indicative, or can help predict the annual outcome of interest before it happens
- Look at the various data points that would be available to the school, which are
  - Relevant
  - Clear and easy to understand
  - Provide enough detail for analyses and understanding
  - Robust and reliable and accurate
  - Valid
- Analyze data to see if the data are useful for understanding the outcome (e.g., correlated or predictive)
- Might compare over time or different student groups

**STEP 2B: Identify District Priority Areas**

Looking across the root cause analysis, are there themes that emerge? How do these themes impact support what is working and what isn't working within the districts master plan?

| Data Source(s), Observations, and Data Trend Summary |   | Root Cause Analysis<br>(Include supporting and impeding factors for a system change: identify if related to personnel or infrastructure.) |                  |
|--|---|---|------------------|
| Previous   | Current   | What is working?  | What is not?     |
| Yr.  |  | Choose a factor.  | Choose a factor. |
| Yr.  |  | Choose a factor.  | Choose a factor. |
| Yr.  |  | Choose a factor.  | Choose a factor. |

Do you need to modify the focus of your activities? What will be the **FY20** priority area(s) within your schools:

**Step 3. Strategize and Prioritize Your Next Steps:**

*Identify Priority Goal and Strategy/Evidence-Based Practice(s) to be Implemented*

**Goal Statement:**

Goals must be stated in measurable/quantifiable terms with projected timeline(s) for completion.

**Strategy/Evidence-Based Practice(s) to implement to make progress toward goal:**

Strategies/EBPs should address what specifically will be implemented with fidelity to make progress towards achieving the goal.

**Step 4. Modify Existing Practices Using Selected Evidence-Based Strategies/Interventions:**

*Identify Professional Learning and/or Infrastructure Implementation Strategies/Activities*

| Activity         | Who is involved?<br>(Inclusive of cross-community/system/school partners) | When will it happen?<br>Month/Year | What is the projected cost? |
|------------------|---|------------------------------------|-----------------------------|
| Choose a factor. |   |                                    |                             |
| Choose a factor. |   |                                    |                             |
| Choose a factor. |   |                                    |                             |

**Step 5. Evaluate and Renegotiate Your Goals: *Identify Benchmarks to Measure Progress***

| How will it be known that progress is being made? (Benchmark/Outcome) | What data will be used to measure progress? | How often will benchmark data be collected? |
|---|---|---|
|   |   |   |
|   |   |   |

**Identify Your Progress Indicators:**

*What data will the school collect and measure to determine if they are on track to meet the goal at any given point in time?*

| Timeframe | Implementation Data | Student Outcome Data |
|-----------|---------------------|----------------------|
|           |                     |                      |