

Performance Management Tool Guide

Major Improvement Strategies / 90 Day Plan

| Component | Criteria | Example |
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| Major Improvement Strategies | <ul style="list-style-type: none"> - Focus on 2-3 MIS total - Written as one sentence or statement - Clear, memorable - Point to a destination | <i>Build a strong school-wide community which engages every student every day.</i> |
| Strategy Description | <ul style="list-style-type: none"> - One short paragraph describing the strategy - Written form of the elevator speech for the description - Clearly declares the purpose of the strategy, why you are doing it - Should be written in a way understandable for multiple stakeholders (including families and community) | <i>In our turnaround efforts, it has been clear that students at Hillview are only sporadically engaged in their learning. Our scholars must leave Hillview ready to compete and beat students from all over the world. They can only get there if we take every minute and push their thinking and abilities to the absolute limits. In order to fully engage in classes which push their outer limits, our scholars must have predictable yet engaging routines in all classes which allow them to persevere in engaging in higher-level, challenging and worthwhile tasks. Over the past year, Hillview School has been focusing on the foundation of this effort by improving student culture to ensure students have a safe learning environment. School-wide student routines and procedures for lunch, recess, transitions, and arrival have been established. The next step is to focus on building a strong culture of limit-pushing performance across all classrooms by focusing on key instructional strategies to engage all students in every lesson by implementing the Hillview 6: No Opt Out, Cold Call, 100%, SLANT, Show Call, and Everybody Writes. These strategies will provide the backbone for strong, engaging, instruction which can push our scholars to their highest potential.</i> |
| End of Year Goals | <ul style="list-style-type: none"> - 2-3 per strategy - Point to the same destination as MIS - Inspire change effort - Clear and easy to remember - Systems level and student data level | <ul style="list-style-type: none"> - Every classroom will implement the Hillview 6 strategies appropriately to engage all students. - 90+% of students are on task at all times. - Student referrals out of classrooms will decrease by 50%. |
| Root Cause Addressed | <ul style="list-style-type: none"> - Clear, succinct statement - Describes underlying school-controlled cause of low performance being tackled by the MIS - Systems-focused - Written so all stakeholders can clearly understand rationale of the MIS | <i>Hillview has struggled with a lack of consistent student engagement in classrooms due to a lack of a clear, defined set of strategies and expectations for students in classrooms. Naming targeted strategies to engage students and providing training and follow up support to ensure all teachers are confident and skilled in the use of each strategy, we will build a system which allows all students to engage fully and learn from bell-to-bell instruction.</i> |

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| Implementation Benchmarks | <ul style="list-style-type: none"> - 2-4 per cycle for each MIS - Tie to EOY Goals - Focus on (1) systems implementation, (2) effectiveness, and (3) student outcomes - Measures what you care about - Use systems to collect the data (e.g. lesson plan collection, O/F) - Easy data collection and analysis - Data is actionable! | <p><i>First 90 Day Plan or First Quarter:</i></p> <ul style="list-style-type: none"> - All teachers will have mastered No Opt Out, 100%, and SLANT as shown by observation and feedback tracker. - 40% of teachers will have mastered Cold Call, Show Call, and Everybody Writes and be trained as leaders for coaching during the rest of the year. - Classroom referrals will be decreased by 50% from last year's totals at the same time. |
| Action Steps | <ul style="list-style-type: none"> - Sequenced to ensure follow through - Script the critical moves for all team members - Not simply routine work - Delineate ownership to specific team members - Focus on high leverage moves | <p><i>First 90 Day Plan or First Quarter:</i></p> <ul style="list-style-type: none"> - Before school, train all teachers in the Hillview 6. Ensure extra practice and focus on initial 3 strategies. - First week: ILT to complete joint walk-through during first week to calibrate on expectations and norm on feedback - Second week: O/F with all teachers focused on initial 3 strategies - Throughout the plan: Weekly quick walk-throughs to spot check strategy use and % of students engaged. - 1 month: Identify bright spot teachers to record, struggling teachers for follow up PD - 6 weeks: Follow up PD for teachers still struggling to implement first 3 strategies; PD on other 3 strategies for teachers who have mastered initial strategies - Follow up O/F with struggling teachers - Identify 3 teacher leaders to lead new strategy work and develop their skills - Develop roll out plan with teacher leaders for final strategies. |

| Culture Data | |
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| Component | Explanation |
| Leading Indicator (Column B) | <p>Enter in the basic type of data here. In the Network, you are required to track at an overall level for the school:</p> <ul style="list-style-type: none"> - Average daily attendance - Chronic absenteeism (Percent of students with an ADA of less than 90%. Usually available through a report in Infinite Campus) - Out-of-School Suspensions (OSS) - In-School Suspensions (ISS) - Behavior Referrals (Any time students are sent out of classrooms or other environments for disciplinary purposes) <p>Some schools also choose to track other culture data indicators such as ratings on their school culture rubric, other discipline outcomes or infraction types, etc.</p> |
| Student Group (Column C) | <p>Utilize this column to enter in the student group of data you wish to track. While you are required to track data at a whole school level, it is probably also beneficial to track data on a more detailed level by grade level or maybe even by student gender, race/ethnicity, ESS, ELL, etc. Think about which data will support your ability as school leadership to make decisions regarding school culture on a monthly basis.</p> |
| Baseline (Column D) | <p>For any data you have available, enter in the end of year results for the 2018-19 school year here to serve as a baseline.</p> |
| Annual Target (Column O) | <p>Discuss as a team what your target is for the end of the year for each row. This number will support analysis of how your results compare to your goal on a real-time basis.</p> |
| Months (Columns E-N) | <p>Enter in your culture data on a monthly basis in these columns throughout the year.</p> |
| Gray End of Year Totals (Columns P-S) | <p>Do NOT enter anything into these gray cells. These cells will populate automatically from the data you enter to analyze some results for you. If there are issues with these cells, please contact your TSM.</p> |

| Academic Data | |
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| Component | Explanation |
| Overall Notes | <i>The purpose of the Academic Data tab is to provide an area to show results from academic assessment over the year and track how those results relate to targets. The purposes is NOT to duplicate reporting that may be available and completed in other platforms. Work with your TSM to figure out what level of reporting makes the most sense. If you already utilize a robust academic data tracking tool like Tableau, then you may only want to enter in high level results and how those fared versus your targets. If you do not, then this may be a good place to gather more comprehensive data. At a bare minimum, this tab should be used to track how your school academic data compares to your goals for school improvement on a timely basis.</i> |
| Grade/Level/Subgroup (Column B) | <i>Utilize this column to enter in the student group of data you wish to track. While you are required to track data at a whole school and grade level, it is probably also beneficial to track data on a more detailed level by student gender, race/ethnicity, ESS, ELL, etc. Think about which data will support your ability as school leadership to make decisions regarding school academics on a regular basis.</i> |
| Student Achievement Data (Column C) | <i>Utilize this column to enter in the type of data you will be recording in each cycle. Specificity is helpful. Please indicate the assessment being tracked and the metric utilized. Some examples below:</i> <ul style="list-style-type: none"> - NWEA MAPS RIT Score - STAR at or above benchmark - Math Inventory at or above benchmark - DIBELS at grade level - A Net average percent correct versus Network Average |
| Cycles | <i>The page allows for up to 5 cycles of data. You do NOT have to utilize all 5 cycles. Simply utilize the number which best matches your cycle of assessment data. For example, if you are using common interims to track 5 times per year, then use all 5. If you are using a progress monitoring assessment such as MAPS three times per year, only use three cycles. If you have some assessments which are 4-5 times per year, and others which are 2-3, only fill in data in the cycles which match each data set. Work with your TSM if you have questions.</i> |
| Dates (Row 3) | <i>Enter in the dates or even just months in row 3 in which each assessment will be given in order to provide context for when each cycle is happening. You can even enter in the range of dates for the entire cycle if that is most helpful.</i> <i>Example dates to enter: Sept 6-10, September, September-November, Mid-Year</i> |
| Target (Columns D, G, J, M, P) | <i>Discuss as a team what your target is for each assessment at the beginning of the year to ensure your targets are leading up to your end of year student achievement goals. Work with your TSM on appropriate target setting for various assessments.</i> |
| Data (Columns E, H, K, N, Q) | <i>You will enter in the actual results from each assessment in these columns as data becomes available.</i> |
| Target Met? (Columns F, I, L, O, R) | <i>These columns are simple drop downs to name whether the target was met or not met. These indicators should be determined at each assessment cycle before you next meet with your TSM. They serve as a good visual as to how the school is doing in student achievement versus stated targets and allow for overall Network tracking of school targets.</i> |

| Other Tabs | |
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| Tab | Explanation |
| Public View | <i>You do NOT need to enter any data into this tab. This tab will automatically populate the components of the PM Tool which are public facing and meant for the UIP. When you are ready to submit your UIP, you can utilize your PM Tool instead of the online UIP action plan. Simply download the Public View tab as a PDF and attach it to the front page of your UIP.</i> |
| Resources | <i>Links to helpful resources</i> |
| Budget | <i>This tab will be a working version of your budget. Work with your TSM if you need to complete any budget revisions. This year, there will be two specific windows for budget revisions.</i> |
| DP Log | <i>Your district partner will use this log to track their weekly site visit information such as topics discussed and next steps</i> |