

# Comprehensive Needs Assessment and Root Cause Analysis Report East Hollywood High School West Valley City

ESSA School Improvement (CSI)

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Abstract – East Hollywood High School has been identified for Title I Comprehensive School Improvement as a result of the overall graduation rate of its students. This is a charter school that is considered by many of its students as a “last chance” to stay in school and graduate. While the overall graduation rate is significant (75%) considering the deficit in credits of many of its enrolling students, it is still a concern and a focus for improvement.

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This report is aligned to the steps of Continuous Improvement Cycle and the Four Domains of Rapid Improvement. Page numbers throughout refer to the Utah Systems of Support Handbook.

## Overview of Process and Roles

<b>Task</b>	<b>Party Responsible</b> (System of Support Team (consultant) or School Leadership Team (SLT))
1. Receive quantitative data from USBE	Consultant
2. Gather quantitative data at LEA level (i.e. teacher attrition, funding streams, behavior/suspension, licensing)	Consultant and SLT
3. School faculty self- assesses using the School Needs Assessment (Appendix 2-C)	SLT
4. Consultant completes the qualitative measures – surveys, interviews,	Consultant
5. Consultant triangulates data using the Needs Assessment Rubrics (Appendix 2-B) to complete the Qualitative Data Summary (Phase 2 of this document)	Consultant
6. Consultant “narrows the focus” by analyzing the qualitative and quantitative data - listing up to 12 prioritized needs for the SLT	Consultant
7. SLT and Consultant narrow the list to no more that 4 prioritized needs.	SLT and Consultant
8. Consultant conducts a root cause analysis on the 4 final prioritized needs	Consultant

## Forward

LeadershipEnergies, LLC (LE) is pleased to have served in the capacity of observer, professional colleague to staff members, and assessors of the work processes, programs and services, interactions, and performance results obtained at East Hollywood High School.

Assessment efforts were guided by the protocols developed by the USBE, reinforced, supported, and supplemented by the VitalInsight™ diagnostic inventory provided by LE. The visitation assessment team was very impressed with the level of commitment of school leaders and staff members who work energetically to engage, support, and inspire students to improve their future opportunities by attending and graduating from high school.

Through the focus of this assessment process, the leadership and staff of East Hollywood High School recognizes that this root cause analysis has revealed insights which can move the school closer to implementing its mission and assisting every student to success. We are strongly confident that the efforts to improve performance will succeed based on dedication to the school mission, social-emotional and academic support for all students, and professional support of colleagues while they collectively confront the myriad challenges faced by today’s youth.

Accurate root cause analysis is only the first step in a multi-step process that requires ongoing dedication, learning, and risk-taking that often produces discomfort and doubt. Ultimately, future success is dependent upon coordination of current knowledge and skill, plans that close the gap between current and preferred outcomes, and the effectiveness of improvement plan implementation.

We believe that the staff at East Hollywood High School is capable of committing, reasoning, and working together to improve performance and the success of its students.

## Introduction

Schools are very complex organizations and every school is different; each with a unique population, culture, mission, and history. The USBE has developed a comprehensive assessment system that examines many of the contributing practices to performance quality. Assessment criteria have been established within four performance Domains: Turnaround Leadership, Talent Development, Instructional Transformation, and Culture Shift.

Every school's performance is analyzed through substantial quantities of data focusing on the performance in these four domains through interviews, focus groups, staff meetings, observations of classes, and multiple conversations with representatives of various stakeholder groups.

In addition to this rigorous process, LeadershipEnergies has contributed a diagnostic instrument and process that looks more deeply into the functions within each Domain. VitalInsight™ examines the knowledge, experience, and aspirations of stakeholders related to research-based best practice and draws participating school stakeholders into the process of analyzing practice in eighteen systems that underlie each of the Domains.

The following report reflects the sifting and weighing of the visiting team's experience while integrating the data and information from all sources to produce findings, a diagnosis, and recommendations for the completion of the prescription (performance improvement plan).

## Assessment Process

Step 1: The LeadershipEnergies assessment team (LE) contacted assigned schools, requested identified performance data, reviewed the overall assessment process, established dates for the administration of the VitalInsight™ Diagnostic Inventory and completion of diagnostic reports, and scheduled school visitations.

Step 2: LE Performed a preliminary analysis of the state-requested data (Appendix 2-A) to better understand the mission of the school, its relative success in achieving performance standards, and to prepare for the visitation.

Step 3: LE visited the school and followed the protocols provided by the USBE for the collection of data and information related to performance. Collected additional data reports and survey results from each school and utilized USBE protocols in administrator, faculty, support personnel, student, parent, district office leaders, board member, and other stakeholder focus group meetings and interviews.

Step 4: LE engaged the leadership, staff, and students of the school in the details and rigors of the assessment process, and consulted with them regarding the reported data, root cause analysis, and development of prioritized needs.

Step 5: LE and the school leadership analyzed and weighed collected data and produced a list of findings which were used to conduct the root cause analysis and a preliminary diagnosis.

Step 6: LE shared the results of the VitalInsight™ Diagnostic Inventory with school leaders, and analyzed performance strengths and vulnerabilities within Five Sectors and eighteen research-based Interactive Performance Systems (IPS). (Sector and Interactive Performance System (IPS) descriptions are provided in the attached Overview of the Five Sectors of VitalInsight™.)

Step 7: Combining and coordinating the USBE and VitalInsight™ data sets, LE and the school leadership developed a consensus regarding each of the following:

- A. Strengths in School practice and outcomes
- B. Vulnerabilities in School practice and outcomes
- C. Root Cause Analysis
  - 1) Derived from USBE protocols and data
  - 2) Validated in best practice research as revealed in VitalInsight™ data
- D. Prioritization of Remedies/Improvement Strategies

Step 8: LE provided additional resources in the form of research-based strategies from the VitalInsight™ Resource Library of Best Practices to effectively plan and implement strategies that will achieve desired outcomes.

## Step 1: Set the Direction

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System of Support Team (SST) Membership (CNA/RCA Consultant)	
SST Leader (SSTL):	
Name	Role
Dr. Phil Esbrandt	RCA Team Leader
Dr. Bruce Hayes	RCA Team Member

School Leadership Team / School Turnaround Committee Membership	
Name	Role
Katrina Walker	Principal/Co-Director
Nolan May	Assistant Principal
Ryan Marchant	Business Manager/Co-Director
Nicole Broberg	Special Education Director

**School Mission:** Provide authentic career preparatory training to students with a passion for careers in film production, digital media production, and acting; to provide solid liberal arts education to students in preparation for college entry, as well as assisting students at risk of not graduating; and to assist in the character education and development of each student.

*In the table below, insert current school mission statement, describe current schoolwide student-focused goals and performance measures (pg. 21) (e.g., goals from school improvement plans, School Trust Lands, Title I Plans)*

School Mission: Provide authentic career preparatory training to students with a passion for careers in film production, digital media production, and acting; to provide solid liberal arts education to students in preparation for college entry, as well as assisting students at risk of not graduating; and to assist in the character education and development of each student.	Student-focused Goals	Performance Measures
	<i>Improve SAGE Scores on the Language Arts assessment by 30% during the first and second years of the Title I plan. Math achievement will be a secondary focus with a goal of at least 20% improvement in proficiency rates at the end of three years.</i>	<i>SAGE Report</i>
	<i>EHHS will achieve 85% attendance for the first year; 90% attendance by the end of the second year.</i>	<i>Attendance Report</i>
	<i>Improve the conditions for learning and teaching as measured by the Snapshot</i>	<i>Snapshot and Co-Pilot Survey Reports</i>

## Step 2: Assess Needs

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### Phase 1: Quantitative Data Collection (Appendix 2-A)

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#### *Domain 1: Turnaround Leadership*

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Please indicate which funding sources, amounts and how the intents and purpose of the program will be met.

Program	Amount Available	How the Intents and Purposes of the Program will be Met
State Education Funding	\$2,659,377	These funds were used for general operation expenses i.e. salaries, benefits, mortgage etc
Title I	\$56,087	These funds were used to hire an additional highly qualified math instructor.
Title III	\$0	
IV-A	\$0	
Trust Lands	\$32,125	These funds were used to pay for our credit recovery program.
21 <sup>st</sup> Century	\$0	
Enhancement for At Risk Students	\$20,418	These funds were used to pay for our resource officer.
Partnerships for Student Success	\$0	

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#### *Domain 2: Talent Development*

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Teacher Attrition	
Academic Year	Percentage Attrition
Past school year	5.0%
2 years prior	5.5%
3 years prior	6.0%

Educator Licensing		
Educator License Type	State Data	School Data
ARL	2.1%	4.3%
Temporary	4.7%	0%
Provisional ( Level 1 )	16.2%	8.7%
State (Level 2-3)	74.4%	87%
Educators with 3+ years	54.9%	87%
Average years' experience		7

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*Domain 3: Instructional Transformation*

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Utah School Accountability Data – All Schools		
Indicators	LEA (%)	State (%)
Proficiency	29.0% L, 12.8% M, 22.8% S	41.6% L, 38.3% M, 43% S
Growth	ELA 40.6%, M 33.9%, S 29.7%	School has no access
Growth of Lowest 25 %	51%	School has no access
English learner progress	<40	ELA 14.5% Math 17.3% Science 15%
Additional Indicators for High Schools		
High School Graduation	75%	87%
ACT- College Readiness	33.3%	19.7%
Advanced Coursework	5.1%	
Self-reported Indicators *optional		

Concurrent Higher Ed Enrollment	14 Students	
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By Subject Area	Percentage (%) of Students Performing at and Above Proficiency					
	School Year (3 yrs. ago – 2015-16)		School Year (2 yrs. ago – 2016-17 )		School Year (past year- 2017-18)	
	School	SEA	School	SEA	School	SEA
ALL - English/Language Arts	10.7	44	20.2	44	28.0	41.6
ALL - Mathematics	14.6	47	14.6	46	15.0	38.3
ALL - Science	20.9	49	27.2	48	25.0	43.0

Disaggregated Student Groups			
Identify groups with largest achievement gap – from Appendix 2 – A, Domain 3 (pg. 33)			
English Language Arts			
Student Group	School	LEA	SEA
AA	0.0%	N/A	18.3%
EL	0.0%	N/A	37.7%
Mathematics			
AA	0.0%	N/A	16.0%
EL	0.0%	N/A	31.1%
Science			
AA	0.0%	N/A	20.9%
EL	0.0%	N/A	6.1%

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*Domain 4: Culture Shift*

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<b>Attendance/Discipline/ Behavior Data</b>
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	3 years prior	2 years prior	Prior year
Daily Attendance Rate	78.6%	78.6%	80.6%
Suspension Data (% of students who experience a suspension)	14%	13.4%	11.2%

Phase 2: Qualitative Data Summary (Appendices 2-B, Pgs. 39-64)

**Instructions:** Using the results from Appendix 2B Needs Assessment Rubrics, color the *Rating* boxes on the right according to the key below and for each *Critical Practice* listed in the left column.

Appendix 2-B Needs Assessment Rubric Ratings Summary		
Rating	Description	
Minimal	Identifies key areas that need more focused improvement Efforts	
Partial	Represents areas to enhance and extend current improvement Efforts	
Sufficient	Pinpoints quality practices that meet the Standards	
Substantial	Demonstrates noteworthy practices producing clear results that exceed expectations	
Domain 1: Turnaround Leadership		
Critical Practices	Rating	
1A	Prioritize improvement and communicate its urgency	
1A1	Principal collaboratively develops a clear vision for the school’s direction and meaningfully engages the school community to support it.	
1A2	Principal intentionally distributes school leadership roles, convenes school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning.	
1B	Monitor Short- and Long-Term Goals	
1B1	School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge	
1B2	Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.	
1B3	Principal communicates progress on improvement goals	

	and student achievement to appropriate stakeholder groups.	
1C	Customize and Target Support to Meet Needs	
1C1	The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling.)	
1C2	Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	
<b>Domain 2: Talent Development</b>		
<b>Critical Practices</b>		<b>Rating</b>
2A	Recruit, develop, retain and sustain talent	
2A1	Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff.	
2A2	Principal consistently matches candidate competencies with school priorities and needs.	
<b>2B Target professional learning opportunities</b>		
2B1	Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	
2C	Set clear performance expectations	
2C1	Principal communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.	
<b>Domain 3: Instructional Transformation</b>		
<b>Critical Practices</b>		<b>Rating</b>
3A	Diagnose and respond to student learning needs	
3A1	Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	
3A2	Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.	
3A3	Instructional staff provides specific, constructive, academic and behavioral feedback to students.	
3A4	Students regularly monitor and track their own academic	

	progress toward clearly established benchmarks and standards.	
3B	Provide rigorous evidence-based instruction	
3B1	Curriculum and interventions are horizontally- and vertically-aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school.	
3B2	Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	
3C	Remove barriers and provide opportunities	
3C1	The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous course work mirrors the overall school demographics.	
3C2	Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	
<b>Domain 4: Culture Shift</b>		
<b>Critical Practices</b>		<b>Rating</b>
4A	Build a strong community intensely focused on student learning	
4A1	Principal and teachers have high expectations for students and themselves.	
4A2	School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.	
4A3	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.	
4A4	The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.	
4A5	The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	
4A6	The school implements structures, policies, and routines for effective, focused, and collaborative work.	
4B	Solicit and act upon stakeholder input	
4B1	School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.	

### Phase 3: Data Analyses and Prioritization of Needs (Appendix 2-G)

After you have collected the quantitative data, using the Quantitative Data Collection Worksheets, (Appendix 2-A) gathered all the qualitative data and used it to assign ratings to the Needs Assessment Appraisal Rubrics (Appendix 2-B), it is time to compile and analyze the data by domain.

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#### *Domain 1: Turnaround Leadership*

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<b><i>Narrowing the Focus: Qualitative Data/Needs Assessment Rubrics (Appendix 2-A)</i></b>
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List the <b>turnaround leadership</b> indicators that were rated “Minimal” or “Partial.”
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1)1B1: School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge
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#### *Domain 2: Talent Development*

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##### ***A. Quantitative Data on Teacher Attrition***

1. Areas of licensure with the highest three-year attrition rate at your school:
  - 1) **Mathematics**
  - 2) **Science**
2. Areas of licensure with the highest three-year attrition rate at your LEA: **N/A**
3. Areas of licensure with the biggest gaps between school and LEA three-year attrition rates: **N/A**
4. Based on your analyses of these data, where do you need to focus your teacher recruitment, retention, and support efforts? **Mathematics and Science**
5. What strategies could you use to recruit, retain, and support highly effective teachers? **We have an instructional coach from TetraAnalytix who we use to recruit as well as train our teachers. We attend the Charter School Job Fair as well as internet based postings to recruit. Retention will be enhanced through the development of mandatory rather than voluntary engagement in the training activities of our coach.**

##### ***B. Quantitative Data on Teaching Observations***

1. On which instructional sections/standards does your school have the highest percentage of teachers rated not effective and emerging/minimally effective?
  - 1) **Section 1L: The Learner & Learning (5%)**
  - 2) **Standard 6: Instructional Planning (5%)**
  - 3) **Standard 7: Instructional Strategies (5%)**

2. What professional learning opportunities do/will you offer to strengthen your teachers' performance based on students' needs? **Our School Improvement Plan, developed in response to this report, will focus on the development of a professional development program that will have three specific areas of delivery: faculty-wide to address improved instructional delivery; department and grade-level to further focus on student retention and success; and individual designed to improve, develop, and practice specific skills.**

***Narrowing the Focus: Needs Assessment Rubrics (Appendix 2 – A)***

Based on these quantitative and qualitative analyses, what are the top three (3) priorities that need to be addressed in the **talent development domain**?

- 1) 2B1: Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.

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***Domain 3: Instructional Transformation***

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***A. Quantitative Data: State Assessment Results***

- 1) In which subject have all students at the LEA-level made the smallest gains (or decline) in proficiency in the past three years? **N/A**
- 2) In which subject have all students at the school-level made the smallest gains (or decline) in proficiency in the past three years? **Mathematics (0.4%)**
- 3) Based last year's data, in which subject is the gap in performance between students at your school and the SEA the greatest? **Mathematics (23.3%)**
- 2) Based on last year's data, in which subject is the gap in performance between students at your school and the LEA the greatest? **(\*Not applicable to single campus charter schools.)**
- 5) Based on last year's data, in which subject does your school's EL group perform most poorly? **ELA (0%), M (0%), S (0%)**
- 6) Based on last year's data, in which subject does your school's SWD group perform most poorly? **Mathematics (6.2%)**
- 7) Based on last year's data, for which disaggregated student group is the gap in performance between students at your school and the SEA the greatest? **African American and English Learners (0%)**
- 8) Based on last year's data, for which disaggregated student group is the gap in performance between students at your school and the LEA the greatest? **(\*Not applicable to single campus charters.)**
- 9) Have significant school boundary changes occurred that have affected performance? **NO**
- 10) Have recalibrations of assessments resulted in changes to performance? **NO**

**B. Optional: Quantitative Data: School/LEA Formative Assessments**

Ask and answer questions 1, 2, \*4, 5, 6, \*8 based on the school/LEA formative assessment you collected.

**B.1 Optional: High School Graduation Data and Opportunities for Advanced Course Work**

Which disaggregated student group has the lowest percentage of students graduating with a standard or advanced diploma?

Are there any gaps in the school's Advanced Course Work class offerings? **We strive to develop opportunities for students through our program of concurrent enrollment in higher education. This program not only offers increased course of study opportunities for students, it provides credits in higher education, promotes job and training opportunities, keeps students engaged and enrolled, and provides additional opportunities for adult mentoring. This program presently serves 20% of the student population. We are making efforts to expand student participation.**

<b>Narrowing the Focus – Instructional Transformation Domain</b>
<p>1) Based on the analyses of LEA and school assessment results on state assessments, on which subject should improvement efforts focus in the next year?</p> <p>We will continue to emphasize ELA where we have experienced a 400% increase in proficiency in the last three years. We will begin the same effort in Mathematics in the next year in a concerted effort to improve student outcomes.</p>
<p>2) Based on the analyses of LEA and school assessment results, on which disaggregated student group(s) should improvement efforts focus in the next year?</p> <p>We will focus most specifically on EL students because we are experiencing significant growth (from 1 to 17) in that population while the present population is among the lowest achieving group.</p>
<p>3) Based on the analyses of the Appraisal Rubrics, on which Instructional Transformation indicators should improvement efforts focus next year?</p> <p>3B2: Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.</p>
<p><b>Qualitative Data: Needs Assessment Rubrics (Appendix 2 – A)</b> List the <b>instructional transformation</b> indicators that were rated “Minimal” or “Partial.”</p>
<p>1) 3B2: Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.</p>

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*Domain 4: Culture Shift*

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Culture Survey Data (Appendix 2-D)

- 1) Based on the results of the School Culture Survey, what are three areas of greatest strength?
  - A) **Moral Purpose:** The school community is focused on a commitment to make a positive difference in the lives of students and their community.
  - B) **Trust and Confidence:** There is a pervasive feeling that people will do what is right between and across groups. There is no “us versus them.”
  - C) **Appreciation and Leadership:** Leadership provided by teachers, principal, and other professional staff is appreciated.
- 2) Based on the results of the School Culture Survey, what are three areas for improvement?
  - A) **Professional Learning Community:** A commitment to examining practice with a focus on improving student achievement exists. (4A6)
  - B) **Reaching Out to the Knowledge Base:** Use of current research, reading of professional journals, and attending professional development is evident.
  - C) **Support for Personal and Professional Growth:** Individual coaching and mentoring are pervasive.

**Attendance Rates**

- 1) Has your school’s average daily attendance rate increased or decreased in the last three years? **Increased**
- 2) What is the gap between your school’s and the LEA’s average daily attendance rate? **N/A**
- 3) What is the gap between your school’s and the state’s average daily attendance rate? **7.4% (88% - 80.6%)**

**Discipline/Behavior Incidents**

- 1) Has your school’s annual number of reported discipline/behavior incidents per 100 students increased or decreased in the last three years? **Decreased**
- 2) Based on last year’s data, what is the gap between your school’s and the LEA’s number of reported discipline/behavior incidents per 100 students? **N/A**
- 3) Based on last year’s data, what is the gap between your school’s and the SEA’s number of reported discipline/behavior incidents per 100 students? **Latest State data (Part B State Performance Plan (SPP)/Annual Performance Report (APR) 2/19) Reported no data for comparison with the state.**

***Narrowing the Focus – Needs Assessment Rubrics (Appendix 2 – A)***

Based on these quantitative and qualitative analyses, what are the top 3 priorities that need to be addressed in the **culture shift domain**?

- 1) 4A3: Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.

## Phase 4: Root Cause Analysis Pg. 29 (Appendix 2- H, pg. 102)

Using the list of needs indicated in the “Narrowing the Focus” boxes from each Domain above, list the four prioritized needs.

These prioritized needs should, once systematically addressed, be likely to leverage the greatest positive impact on student achievement.

These needs will form the base of the School Improvement Plan created in Step 3 of the Handbook.

<b>Prioritized Needs – Focused on Student Outcomes</b>	
Priority 1	Critical Practice (from Needs Assessment Rubric Rating Summary – Page7) 1B1: School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge
	Root Cause(s) Leadership and staff have been largely involved in the urgent matters of retaining students and raising achievement and efforts have not focused on other long- and short-term goals.
Priority 2	Critical Practice (from Needs Assessment Rubric Rating Summary – Page7) 2B1: Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.
	Root Cause(s) The school was designed to be a safe, inclusive, and supportive environment for a diverse and at-risk student population without a significant focus on student performance data and the support and professional development of staff.
Priority 3	Critical Practice (from Needs Assessment Rubric Rating Summary – Page7) 3B2: Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.
	Root Cause(s) We have endeavored to hire teachers whose first qualification is to support the diverse needs of our students with the intention to improve teaching skills through coaching and practice.
Priority 4	Critical Practice (from Needs Assessment Rubric Rating Summary – Page7) 4A3: Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.
	Root Cause(s) Teacher efforts to contact and engage parents are complicated and discouraged by the status and structure of students’ families, relative parent lack of educational success, and the distance and diffusion of student residence.

**The root causes identified for each need become the strategies used to accomplish the goals.**

Following are the recommended readings and background material from the VitalInsight™ Resource Library of Best Practices. These are provided to the school for each identified priority root cause of underperformance as a basis to plan improved outcomes by better understanding the research that supports improved practice.

## **LeadershipEnergies, LLC for East Hollywood High School**

### **Research-Based Strategies from the VitalInsight™ Resource Library of Best Practices**

Through this project, the School Leadership Team and System of Support Team have followed the protocols and processes prescribed by the Utah State Board of Education. These processes have included review of key statistical indicators, educator and student performance indicators, interviews, focus groups, and observations.

In addition, school stakeholders engaged in the VitalInsight™ Diagnostic Inventory. As a final review of the USBE protocols, the results of VitalInsight™ were used to validate and refine the root cause analysis through an examination and selection of the best practices associated with the reasons for underperformance.

The VitalInsight™ best practice resource library is organized by systems. The root cause analysis included a review of the missing or deficient practices in one or more interactive performance systems (IPS). The specific research-based strategies from the systems identified are included below and can be used to develop an Improvement Plan designed to address priorities. In this report, the Strategies are derived from the Interactive Performance Systems of:

- **Professional Learning and Instruction (PLI)**
- **Staff, Student, and Parent Interactions (SSPI)**

**It is important to note that the large numbers of prescription options offered are to assure that there is sufficient opportunity to choose those that will have the most significant impact, for the most efficient investment of resource, in the shortest possible time. Please do not implement too many prescription strategies at one time.**

#### Introduction to the Prescriptions Developed through VitalInsight™ Diagnostic Inventory

Performance excellence consistently established in all schools has proven to be a very elusive accomplishment. Performance improvement efforts are generally devoted to deficient performance observed among personnel and/or students. Few improvements have been developed through the integration of organization and employee, student, parent, and other stakeholder collaborative efforts.

Improving school and student achievement requires a conscious and thorough commitment to improving how well systems function separately and interdependently to influence performance outcomes. Until recently, little understanding has evolved to take advantage of available positive synergies among these systems. Clinical practice in education enables the use of comprehensive performance data to enhance planning processes and produce higher performance outcomes.

An examination of the eighteen interactive performance systems (IPS) is similar to an examination of human body systems used to diagnose and prescribe corrections to maladies interfering with good health. The VitalInsight™ stakeholder assessment of district and school performance health strengths and vulnerabilities quickly translates into diagnoses and suggested prescription options of research-based best practices that improve performance health.

A commitment to Performance Improvement through Clinical Practice is a dedication to utilizing best practices to obtain outstanding student accomplishments and achievement. Clinical Practice focuses on the programs, protocols, human interactions, and metrics of district and school practices in and among the IPS to increase effectiveness and produce better outcomes.

Performance Improvement through Clinical Practice emphasizes growth in the learning of faculty members, students, and administrators to lead improvements. Performance Improvement through Clinical Practice is something that leaders start, but success depends upon the involvement of everyone. Performance Improvement through Clinical Practice is the ultimate application of equity and excellence where every student and faculty member receives support and appropriate guidance to success.

Performance Improvement through Clinical Practice is not a “silver bullet,” nor is it a special program, professional development opportunity, new performance evaluation criteria, or a strategic plan. It is all of these things and much more. Performance Improvement through Clinical Practice provides processes and ongoing learning activities that improve planning and the implementation of plans which are monitored by the board, district and school leadership, department and grade level teams, students, and parents.

All stakeholders are interested in the results achieved and the development of capacities and commitment for personal and group success. Clinical Practice provides educators with evidence-based support for accurate diagnoses and prescriptions that underlie all performance improvement efforts and decisions. Using Clinical Performance, underperforming schools, faculties, and students turn performance around quickly.

(Note: At the end of the specific prescriptions, options, and activities presented below pertaining to the specific recommendations for planning, is a brief overview of all five Performance Sectors and eighteen Interactive Performance Systems (IPS) which are covered in Clinical Practice through the VitalInsight™ Diagnostic Inventory.)

## **Interactive Performance System (IPS) of Professional Learning and Instruction (PLI)**

### Definition and Description of the IPS of Professional Learning and Instruction

***Professional Learning and Instruction (PLI):*** *The life-long process of acquiring and using the knowledge, skills, and attitudes needed to be an outstanding district and school employee with the intent of becoming a better resource and communicator and teacher and leader of students and adults. Leaders have responsibility to define performance expectations and offer programs and services that support the development of knowledge and skill for on-the-job success.*

Adult learning precedes student learning. The adult learner must commit to life-long pursuit of knowledge and skill to improve job performance and prepare for the rigors of school performance improvement. The time needed to improve school performance and student achievement depends on how quickly adults learn to apply their accumulating knowledge and skill in productive work situations.

District offices and schools encourage professional learning by all teaching and administrative personnel and set the expectations for professional growth in the activities that have the greatest likelihood of producing adult and student success. Teachers and administrators have joint responsibility for planning, establishing, and managing the professional development program and annually completing an assessment of program effectiveness.

Very little of this will work to improve performance and boost student achievement without a huge commitment by every faculty member to develop new capacities. Principals support this commitment through strategies on their leadership agenda that encourage every employee to acquire new learning for better performance.

Unless each faculty member implements a personal leadership agenda with a goal to improve expertise that s/he is willing to share with others to improve organization and student performance, new levels of personal and organizational capacity will evolve too slowly to meet expectations for higher student achievement.

Important changes are needed in professional development programs to serve not only individual employees, but also to support the integrated actions of school, PLCs, teams, staff members, parents, and students. The existing culture should be one where there is ongoing support of adult learning for all employees, the vast majority of whom should be future stand-out performers serving as resources to the school and colleagues. When coordinated learning and practice cut across job roles and schools, employees and students have a much higher chance of success.

When the culture of schools is rooted in cooperative adult learning, individual, team, and other group performances excel. Twelve or more broad areas of professional knowledge have been identified for cooperative adult learning in the list of Professional Expectations for Adult Faculty Mastery (PEFAM) Program. Schools offer formal and informal opportunities, such as professional development workshops (in person or online), team activities, meetings, webinars, supervisory and evaluation conferences, and other experiences to help faculty members reach mastery levels.

In addition to the development of increased subject area knowledge and pedagogical expertise, the professional development program should minimally include offerings in:

- Brain Research, Science of Learning, and Multiple Intelligences
- Classroom Management
- Clinical Practice
- Counseling and supporting students
- Curriculum Content and Standards
- Curricula (local), Programs, and Services
- Data Analysis and Use
- Decision Making and Routine Building
- Instructional Strategies
- Leadership Practice
- Lesson Planning
- School & District Resources
- Staff, Student, and Parent Interrelationships
- Student Behavior and Commitment
- Student Motivation
- Team Work
- Technologies
- Others Designated Locally

It is impossible for faculty members to learn and demonstrate mastery in all of these topics in a short few years. Schools should choose a few topics on which to concentrate each year. Cycles of topics are repeated for reinforcement and to assist new employees. Progress in each of the fourteen or more sets can be measured using a 10 step clinical rubric scale, from beginner to expert levels.

It should be expected that in four years, 80 percent of teaching personnel and administrators will demonstrate performance proficiency in all areas at a mastery level of seven. After six years, it is expected that 90 percent of the faculty will demonstrate mastery at level eight or better with at least 50 percent of these performing at level nine (Clinician/Coach) or level ten (Expert) in one or more of the fourteen topics.

The list above reflects the professional development direction of district and schools to improve performance of employees and students. Leading learners are usually better teachers of colleagues. Therefore, a commitment to teach colleagues is another step to building the professional learning communities within districts and schools.

Professional development instructors should come from the ranks of those identified as experts, whether they be teachers or administrators. By sharing in the training and instructing of faculty members, teachers and administrators produce high levels of trust needed to meet difficult school and student learning challenges.

Leaders and faculty members who lack the commitment to professional mastery and cannot or will not demonstrate the ability to use the topics and techniques offered in the PD program will fall behind and make substantially smaller contributions to school and student success.

### **Overview of Professional Learning and Instruction Performance Improvement Concepts**

1. Education has become a profession based on specialized knowledge and skill acquired through intensive academic preparation and ongoing training. Decades are spent accumulating the latest research and applying it to boost student achievement.
2. The difference between schools that receive awards and those that receive sanctions for student performance and underperformance is found, at least in part, in the amount of specialized knowledge and skill that educators use with one another and with students.
3. Within the IPS of Human Resource Excellence (HRE) there is an expectation that the district and school will offer opportunities to update educator talent and skills every year. Several strategies are recommended and contribute to better performance. These are practices identified as the responsibility of the board and administrators.
4. An informed and talented faculty is required to close student achievement gaps. After making good hires and using updated assessments and supportive techniques, districts and schools encourage and support efforts to make adult learning an unquenchable commitment.
5. Districts and schools provide a program of learning that supports professionals working together. By designing an adult learning curriculum and identifying and demonstrating new knowledge and skill within structures that support adult growth, professionals become committed to personal and one another's growth.
6. The learning and activities among the IPS of "Human Resource Excellence," "Programs, Services and Curriculum that Accelerate Learning" , "Information Management and Reporting Systems," "Professional Learning and Instruction," "Planning and Planned Change," "Team Work and Problem Solving," and "Universal Acceptance of Expectations" are aligned under the careful review and recommendations of the teams responsible for Professional Development, School Performance Improvement, and/or School Leadership.
7. The Performance Expectations for Faculty Adult Mastery (PEFAM) curriculum should be broad and deep. It starts with ten steps to excellence, but the number of topics depends on local selection.
8. Start with a baseline assessment of current knowledge and skill levels for each faculty member and then aggregate strengths and improvement needs for the grade level or subject team and for the faculty as a whole. Carefully pick three areas of study, one at each level, for annual growth.
9. Professional growth can be measured and demonstrated. Each faculty member should self-assess capacity and progress; every team should assess capacity and progress, and every school faculty should assess the level of faculty capacity and progress. Faculty members should see their own growth in the context of these three different levels of responsibilities.
10. Every faculty member becomes an adult learner and also a teacher of adults. The combined professional knowledge and skill of the faculty is much greater than the knowledge and skill of the best performing faculty member.

11. Every school and every student should benefit from the collective accumulating expertise of the faculty.

Fourth Function within the IPS of “Professional Learning and Instruction” (PLI)

Goal: Professional development programs always provide opportunities to learn and practice strategies to achieve goals and expectations.

In order to establish the setting and atmosphere where adults and students are eager and enthusiastic professional and academic learners, school personnel and other stakeholders are prepared to knowledgeably participate in performance improvement programs.

Professional development (PD) has too often been viewed as an activity that takes place before the school year and a few days during the school year. Recently, the concept has changed to include online activities conducted live and activated digitally when time is available.

This concept has been expanded to include the belief that PD is an ongoing opportunity to grow personal skills and to help colleagues grow theirs as well. The push for continuous improvement of performance has led to infusing normal job responsibilities with new performance expectations for individuals and teams and new activities to meet them.

Strategies to achieve performance goals and expectations are coordinated within district and schools by teams and leaders whose quest is to optimize performance health and produce outstanding student achievement.

A successful quest is accomplished through the Leadership Agenda implemented by administrators, teachers, and other faculty members and includes the use of work activities to promote professional development that individually and collectively contribute to performance improvement.

Below are prescription options (listed alphabetically.) Each prescription option is followed by one or more major activities, concepts, and best practices that can be used to design strategies adopted from the prescription needed to address the diagnosis (root cause analysis).

It is recommended that what follows should be used only when a planning team aligns these practices, understanding what can be selected or combined in new ways to move school, employee, and student performance closer to desired future performance. The items below have been selected and adapted from the VitalInsight™ Resource Library to apply to the needs of the East Hollywood High School.

**a. Leaders believe in and introduce the philosophy that student academic growth follows adult learning and they structure faculty activities (meetings, workshops, discussions, etc.) at which professional knowledge and skills are developed, mastered, and used to benefit colleagues and students.**

- 1) Leaders include in faculty handbooks descriptions of how the district and school support implementing the philosophy of continuous learning for adults.

- 2) Leaders design team processes where colleagues meet together frequently to discuss student learning problems and how to resolve them.
- 3) Leaders require the use of student performance data in discussions and the use of findings in the data to support recommended solutions to problems.
- 4) Expectations for faculty use of student performance data to enhance lesson plans and instructional activities are included in the Faculty Handbook.
- 5) Teacher leaders have been selected for their roles because they have expertise that can be shared with colleagues.
- 6) Leaders provide examples of the adult learning activities that are tied to student learning.
- 7) A faculty-wide understanding develops of why student learning growth rates are an outcome of faculty knowledge, competence, and collaboration.
- 8) Evidence of the connections between faculty teams' competence and student learning growth rates is maintained and shared with the performance improvement coordinating teams, and then with the faculty.

**b. The Leadership Agenda includes a goal of having all employees become knowledgeable about Clinical Practice and the systems that contribute to high performance of adults and students.**

- 1) District and school leaders must establish a Leadership Agenda that is implemented to prepare the organization and stakeholders to perform better.
  - The Leadership Agenda is not a meeting agenda; it's a coordinated, comprehensive set of beliefs, efforts, directions, and activities through which leaders and staff members transform an organization into a powerful community of successful learners and leaders.
  - The Leadership Agenda shares and reinforces the vision of every student performing confidently and optimally and it supports the mission of annually improving practice in order to further raise achievement.
  - Through an effective Leadership Agenda, individuals, teams, and schools are prepared for and direct processes that improve organization performance and all of its parts.
  - By implementing a comprehensive Leadership Agenda, unproductive and inflexible practices are discontinued and are replaced by routines and protocols that support creativity, problem solving, and improved results.
  - Through a comprehensive and timely implementation of the Leadership Agenda, strategies are effectively executed by skilled employees and teams to obtain surprisingly good results.
  - The Leadership Agenda shapes district and school practice to solve adult and student learning problems.
- 2) Positive change in behavior of stakeholders and organization in one or more systems has a dramatic impact on district/school performance health and results.
- 3) Two systems, Professional Learning and Instruction and Staff, Student and Parent Interactions are recommended for elevation to the Leadership Agenda.
- 4) While professional development programs in most districts and schools are considered to be a part of the Human Resource Excellence and/or Professional Learning and Instruction systems, current improvements to performance health in multiple systems

accelerate positive administrator and faculty member growth and increase the positive impact on students.

**c. Leaders are unwavering in their expectation that adult learning precedes student academic growth and organize a comprehensive professional development curriculum titled Performance Expectations for Adult Faculty Mastery (PEFAM), or the equivalent, to link training opportunities tied to performance improvements and contains over a dozen content areas, similar to that listed above.**

- 1) Leader behavior demonstrates an unwavering belief in the power of adult learning to solve the learning problems of students and provide multiple opportunities for faculty members to acquire the knowledge and skills to be successful.
- 2) Leaders provide faculty members with descriptions of how the PEFAM Program or its equivalent leads to the commitment to continuous learning and performance improvement for adults.
- 3) Adult learning objectives are developed by faculty members with colleagues and supervisors.
- 4) The faculty understands why student learning growth rates are an outcome of faculty knowledge and competence and commits to their personal professional growth.
- 5) Colleagues are expected to help one another make progress on the ten point PEFAM scale in topics selected each year.
- 6) And when mastery levels are reached, faculty members are expected to share their expertise with peers in mentoring/coaching activities, conferencing following observations, team meetings, and offering live and online workshops and videos.

**d. Faculty members are prepared by colleagues and administrators to establish a customer focus perspective and to build positive interactions with colleagues, students, and parents to improve the collective efforts that produce higher student achievement.**

- 1) The district/school establishes a firm understanding among board members, administrators, faculty members, and other employees that for the purpose of improving student performance, the primary customers of the school is its students and their parents.
- 2) The voice of primary and secondary customers is collected in a variety of ways, is used to influence individual, team, and school plans and decision making.
- 3) Teachers use voice and body reactions of students to assess the effectiveness of lesson plans and instructional activities.
- 4) Teachers use evaluations (tests, quizzes, etc.) of student knowledge and skill to assess the effectiveness of lesson plans and instructional activities.
- 5) Teachers use these and other student performance data information to influence the performance expectations of students and parents working with the teacher on the primary learning team.

**e. The clinical practice and the clinical cycle are used as valuable performance improvement strategies; all faculty members receive training in cycle protocols in order for individuals and teams to develop and implement quality diagnoses and prescriptions.**

- 1) The clinical cycle has four phases:
  - Discovery—background research and data collection on current performance realities.
  - Solution Scenario—findings are used to develop diagnosis, prescription, prognosis, and implementation action plan.

- Implementation—teams are organized and trained to manage and coordinate prescriptions, prognoses, and action plans. Progress is monitored and results recorded.
  - Assessment and Revision—extensive analysis and communication take place among teams and affected stakeholders and among teams and coordinating teams. Work processes and results are assessed.
- 2) Repeated use of the cycle is needed because most district and school performance improvement processes stop at the implementation stage without important assessment and revision activities.
  - 3) The use of student performance data is improved significantly when it is used in every phase of the clinical cycle.
  - 4) Depending on how data are organized, they improve lesson planning, student grouping, and differentiation of instruction to meet student needs.
  - 5) Student performance data are used to center discussion with students and parents (in primary learning team meetings) about current learning strengths and weaknesses and to plan strategies to increase the student's rate of learning.
  - 6) Cycle protocols require sufficient analyses of existing faculty knowledge and skills, gaps in expertise among faculty members, and faculty learning growth rates in order to lead student and organization performance improvements.

**f. School leaders establish teams to solve learning problems and to improve performance; this requires teams to conduct research to determine what practices positively impact student performance.**

- 1) All employees should demonstrate commitment to performance improvement efforts and should have the capacity to conduct processes that produce new knowledge and skill to improve employee, organization, and student performance outcomes.
- 2) Teams are established, in part, to provide members with experiences that generate increasing capacity for understanding and generating results that improve performance.
- 3) Teams have a mission to remove barriers to learning and to find creative ways to boost learning cost effectively.
- 4) Teams dedicate time to analyze performance data—student performance and employee and organization performance data—to understand current performance realities and to find the root causes of learning problems.
- 5) School level team work is monitored by school performance improvement coordinating teams (S-PICT) or school leadership team (SLT).

**g. Teams and performance improvement coordinating teams annually assess how effectively protocols are executed so that accurate diagnoses, prescriptions, and prognoses obtain anticipated results.**

- 1) Teams and performance improvement coordinating teams routinely review the results achieved and the processes used to produce them and prepare recommendations for future clinical cycle efforts.
- 2) Teams and performance improvement coordinating teams assess how well technologies supported and met faculty and student learning needs.
- 3) Teams and performance improvement coordinating teams assess how well Programs, Services, and Curricula to Accelerate Learning (PSCAL) were aligned with instructional practices to help students achieve learning goals.

- 4) Teams and performance improvement coordinating teams assess how well did professional development programs align with adult learning needs to improve student performance.
- 5) Teams and performance improvement coordinating teams assess how much progress was made by the faculty and demonstrated and recorded through the PEFAM program.

#### Ninth Function within the IPS of Professional Learning and Instruction (PLI)

Goal: The identified needs of staff and program are consistently the key focus of professional development programs.

Schools have a responsibility to define performance expectations for employees and to provide programs and plan experiences to help employees meet and surpass these expectations. This school commitment helps employees live by the principle that adult learning precedes student learning.

Closing the gap between current levels of performance and test score levels expected of students requires each school to have an informed and talented group of teachers and administrators committed to their own professional growth and that of their colleagues. This growth comes best from performance improvement strategies developed and managed locally to solve the learning problems of local students.

An all-inclusive approach to professional development and adult learning should be implemented to accelerate adult learning growth rates. The implementation of educator best practices makes it easier to identify performance weaknesses and to determine what should be included in the PD program.

Annually, a comprehensive and rigorous assessment is conducted by faculty members, administrators, teams, and performance improvement coordinating teams to establish adult and faculty knowledge and skill goals and to initiate more rapid learning growth rates to reach them. The results of the assessment are analyzed by the professional development team to establish a program of adult learning.

The time needed to improve school performance and student achievement depends on how quickly adults learn to apply their accumulating knowledge and skill.

The bottom line is how well the combination of employee performance; programs, services, and curricula; use of school resources; use of student behavior and performance data; team work; and other practices are used to raise performance effectiveness and close the gap between each student's starting learning point and future performance targets.

**a. Annually, districts and schools engage in numerous assessments to determine what progress has been made and what gaps need closing in order to offer a professional development program that accelerates adult and student learning.**

- 1) There are many types of student performance assessments which must be used in combinations and be coordinated. There are:

- Year-ending state assessments connected to content standards and proficiency rates.
  - Formal interim assessments connected to content standards that provide views of student progress and forecasts of how students will perform on year-ending state assessments
  - End-of-year course exams needed for promotion and graduation.
  - Publisher provided or faculty created assessments of course/subject mastery levels administered by marking period, curriculum units, or other subdivision.
  - Tests, projects, papers, etc., that cover concepts and skills in a time period shorter than the unit, marking period, interim, and annual assessments.
  - Quizzes, homework assignments, recitations, Q & A, class and student responses, conferences, and so many other activities that reveal quickly student levels of understanding.
- 2) There are many types of employee and organization performance assessments which must be used in combinations and be coordinated. There are:
- Annual assessments of overall system performance health through the VitalInsight™ Diagnostic Inventory.
  - Annual satisfaction surveys for school and classroom levels.
  - Annual school culture surveys.
  - Annual Leadership survey.
  - Annual school needs self-assessment.
  - Employee and stakeholder assessments of the quality of Programs, Services, and Curricula that Accelerate Learning.
  - Employee and stakeholder assessments of the adequacy and effectiveness of the Databases and Technologies supporting instruction and decision making.
  - Employee and stakeholder assessments of the adequacy and effectiveness of Staff, Student, and Parent Interactions.
  - Employee and stakeholder assessments of the adequacy and effectiveness of district and school structures and teams.
  - Employee and stakeholder assessments of the adequacy and effectiveness of planning and planned change processes.
  - And, there could be many more.
- 3) With so many examples of assessment data available, the skills needed by employees to analyze performance data and to use them in multiple and diverse job situations must be emphasized in the professional development program. These skills are needed by:
- Teachers to understand student performance strengths and improvement needs.
  - Teachers to help student and parents understand student performance.
  - Paired teachers to plan student success.
  - Grade level and subject matter teams to address the learning needs of all students in grade and subjects.
  - Multi-grade, subject/department, and school-wide teams to plan strategies to improve student behavior and academic performance.
  - Teams that providing services to students, i.e., counseling, social services, special education, 504, and others.

- Teams whose missions are related to improving the performance of faculty members and students.
- Teams whose missions are related to databases, technologies, organization design, curricula, and budget development.
- Teams whose missions are related to faculty member professional growth and professional development.

4) These assessments provide evidence for the school to establish a program of adult learning customized to programs and the needs of faculty members, teams, and students in each school.

**b. A comprehensive Professional development program includes courses, workshops, and online experiences to build faculty member expertise to handle concerns about adult, student and organization learning.**

- 1) An organized professional development program must be designed to build professional capacity among employees so that district and schools fully commit to developing life-long learning habits of employees and students.
- 2) Each faculty member completes the PEFAM, or other self-assessment and collections of self-assessments are used to develop profiles of team and faculty strengths and needs.
- 3) The PEFAM scale (1-10, level one a beginner; level 10 an expert) identifies the level of expertise reached by each faculty member and is used to identify what new skills are needed to move higher on the scale.
- 4) Leaders and teams annually assess faculty expertise in all content areas of PEFAM, including all subjects in the curriculum for students.
- 5) Through analysis of PEFAM results, suitable professional development offerings are organized to close gaps in faculty expertise and to produce consistent faculty performance quality.
- 6) Minimally, a district should see twenty-five percent of the faculty at levels nine and ten on the PEFAM Scale. These individuals are approved to lead district and school professional development and training workshops in one or more content sets.
- 7) The professional Development (PD) team assesses the effectiveness of training and preparation already received by the faculty to determine if training has positively contributed to outcomes.
- 8) After consultation with team leaders, the PD team develops the annual program of adult learning opportunities and plans for performance improvements in the following year.

**c. Supervisors and colleagues frequently observe employees, assess how well performance compares with expectations, discuss findings in conferences, and prepare accurate assessments of accomplishments and improvement needs. Colleagues help one another plan improvements.**

- 1) A consistent process to produce higher levels of proficiency or expertise depends upon the identification of specific areas for improvement taken from observation and evaluation instruments which contain performance standards cited by supervisors and colleagues
- 2) Administrators and supervisors routinely discuss findings and produce a written assessment summary of the faculty's performance strengths and improvement needs.
- 3) A summary of administrator and supervisor assessment findings is routinely shared with the the School Performance Improvement Coordinating Team and PD Team.

**d. Faculty members, administrators, and teams annually assess faculty effectiveness in implementing the “Programs, Services, and Curricula that Accelerate Learning” (PSCAL) and the appropriateness of present PSCAL to help students achieve learning goals.**

- 1) The Interactive Performance System (IPS) of “Programs, Services, and Curriculum that Accelerate Learning” must be understood by all stakeholders to contain the content taught, and the programs and services implemented to support the faculty and students in all grades.
- 2) The PSCAL represent almost all of the resources that administrators and faculty members can apply in order to improve the impact on adult and student learning.
- 3) Assessments are particularly important following changes to the PSCAL to determine if the changes in the PSCAL have been effective in facilitating better faculty member and student performance.
- 4) The effectiveness of changes to PSCAL is routinely assessed by measurement of the impact on student attendance, behavior, and academic progress.
- 5) The combined report of findings from the School Performance Improvement Team or School Leadership Team (SLT) should determine what adult expertise was useful and forecasts what expertise is needed to further improve performance outcomes.
- 6) The School Performance Improvement Team or School Leadership Team must be dedicated in determining if the knowledge of the PSCAL and the skills needed to implement that knowledge were different among faculty members across grades and subject.

**e. Experienced and effective faculty members and administrators provide oversight and coordination of performance improvement efforts while serving on the School Performance Improvement Coordinating Team (S-PICT) or School Leadership Team.**

- 1) Teams must be trained to use Clinical Cycle protocols to diagnose concerns and to develop and implement prescriptions to improve adult and student performance.
- 2) Prior team leadership experience helps members of the School Performance Improvement Team or SLT interpret performance data and how team members may use them more appropriately.
  - Adult and organization data reports are used by School Performance Improvement Team and/or SLT to assess current school levels of effectiveness and to determine which priorities to address.
  - School Performance Improvement Team and/or SLT members have experience in change processes and are respected by colleagues, students, and parents.
  - Performance improvement coordinating teams use knowledge of the effectiveness of factors that impact organization, adult, and student performance to recommend changes to professional development offerings.
- 3) The offerings made available are designed to cause the greatest positive impact on student attitude, behaviors, and performance outcomes.
- 4) Faculty members and students benefit from PD offerings that tie the use of performance data to effective instructional strategies.
- 5) The best practices connected to improving student performance results are published by the School Performance Improvement Team and/or the SLT for the use by faculty members who make decisions about learning goals, lesson plans, instructional strategies, student placement, grouping students for instruction, etc.

6) A library of best practices developed by the school is maintained in written, audio, and video formats.

## **Interactive Performance System (IPS) of Staff, Student, and Parent Interactions (SSPI)**

### Definition and Description of the IPS of Staff, Student, and Parent Interactions (SSPI)

***Staff, Student, and Parent Interactions (SSPI):*** *All the interpersonal behaviors and communications which support the completion of the district and school legal and regulatory obligations; provide direction, energy, and resource to improve performance; guide students through learning activities; and make working together enjoyable and beneficial.*

The work of improving school performance begins with a commitment among stakeholders to build trust and establish the collective will to implement behaviors and activities that produce higher student achievement.

Trust evolves out of the efforts of the Board and principals to encourage and support collaborative interactions among faculty members, students, and parents. However, levels of trust are not firmly established until teachers and other faculty members have sustained a period of ongoing, positive interactions with students and parents.

Good communications and quality interactions support parent understanding of what the school and faculty, particularly teachers will do to help students achieve at high proficiency levels. Success in the IPS of Staff, Student, and Parent Interactions (SSPI) is dependent upon seven types of personal communications and interactions between:

- Principal/supervisor and teacher,
- Teacher, colleagues, and teacher teams,
- Principal and student,
- Teacher and student,
- Teacher and parent(s)
- Principal and parent, and
- Faculty member and student and parent(s)

Administrators, staff members, students, and parents work together to help students succeed. It is the responsibility of educators to bring home and school together as partners on the journey of student learning. The IPS of SSPI provides descriptions of the behaviors, activities, and qualities that district and school employees use to create home-school partnerships that bring every student successfully through learning challenges to higher performance outcomes.

The IPS of Staff, Student, and Parent Interactions has two major goals.

- Increase student proficiency levels, and to
- Improve the quality of interactions among faculty, students, and parents in order to positively impact student performance.

These two goals are viewed as a cycle: an analysis of student performance results and then a selection of action steps to achieve better performance results. The cycle is repeated until desired performance levels are achieved.

Existing practices have caused current achievement levels. To move achievement higher, altered or new practices are required. Teachers follow this general cycle with every student and family. The cycle is repeated until the desired performance results are achieved by every student.

High quality interactions among faculty members, students, and parents ensure that sufficient support and trust exist to sustain relationships when learning circumstances are difficult.

### **Overview of Major Staff, Student, and Parent Interactions Performance Improvement Concepts**

1. Trust among stakeholders in collaborative efforts is a major source of success.
2. The level of trust generated in staff, student, and parent interactions determines the level of support students and parents will give to improvement efforts.
3. Administrator and faculty member beliefs, behaviors, and communications impact student and parent willingness to trust the school.
4. Over time, administrators and faculty members refine their communication and interaction skills to better guide students to self-discipline and high achievement.
5. Administrator and faculty member communication and interaction skills amplify the effectiveness of team work that supports higher student achievement.
6. Schools are organized to facilitate faculty discussions and decision making processes.
7. Schools provide opportunities for students and parents to submit ideas, concerns, and assessments in meetings, through surveys, and in discussion with administrators and faculty members.
8. Schools provide easy access to policies, procedures, forms, handbooks, curriculum, conference materials and schedules, student performance data, etc. to facilitate interactions.
9. Positive communications and interactions and a more open review and discussion of learning needs takes place within the teacher-student-parent learning team.
10. A more open review and discussion of learning needs in the teacher-student-parent learning team leads to the discovery of instructional strategies, programs, services, and curricula that raise proficiency scores.

#### **Third Function within the IPS of Staff, Student, and Parent Interactions**

Goal: Contacts with students and parents to promote improved performance are usually initiated by school staff.

Improving performance is not the normal behavior of organizations. Organization practices do not automatically include a review of present circumstances, an assessment of strengths and improvement needs, and establishment of processes that will improve current operations.

For districts and schools, it is important to recognize the natural proclivity of systems is to do what they have done in the past, even under new circumstances and new expectations. In fact,

evidence exists that over time without making modifications, systems perform less effectively than they did in the past.

How do districts and schools offset system entropy and move vigorously and resolutely towards a more positive future for its customers—students and parents? Districts and schools actively engage employees, students, and parents as partners in performance improvement processes.

The engagement starts with organization leaders announcing their intent to vigorously pursue improved performance through the involvement of employees with stakeholders, particularly with students and parents.

**a. The school fulfills a philosophical and psychological commitment to pursue and maintain stakeholder engagement and involvement in performance improvement activities at the school, team, classroom, and personal levels.**

- 1) Oral commitments and supporting behaviors by the board and principal provide helpful explanations of what practice and results are expected.
- 2) Written and adopted policy and procedures officially bind the board and school to specific directions, resources, and efforts to get there.
- 3) The commitment to engage students and parents in performance improvement activities is consistently stated in board policy which the school-community has had opportunity to review and discuss before board approval.
  - The board accepts testimony and written input before approval. Both the draft and the input are available for public review.
  - Once the policy as written or amended is approved, the board expects that the principal and staff will implement it.
- 4) The principal and staff meet with representatives of employee, student, and parent groups to discuss the intent of this policy and plans for implementation.
  - The school actively pursues employee, student, and parent engagement in activities that promote better relationships and performance.
  - Expectations exist for employees to initiate contact with students and parents.
  - Examples of involvement activities are described at meetings.
  - Examples are provided of what data and how student and organization performance data will be used in discussions and in improvement processes.
- 6) Reasonable guidelines to implement policy and to assess its implementation are described.
  - The guidelines include a list of the types of data to be collected and reported to principals, superintendent, and the board to help them assess how well the implementation of this policy is proceeding.
  - This list of data types evolves into the monthly dashboard type report.

**b. Principal implements board policy and procedures to communicate expectations for the type and number of teacher, student, and parent contacts and interactions that focus attention on how student behavior, engagement, and academic performance will be impacted.**

- 1) Principal meets and reviews policy intent and expectations with faculty members, students, and parents concerning future engagement practices.

2) Improvements are expected to be achieved through the use of teams. There are five basic team structures:

- The primary learning team for each student—teacher, student, and parent,
- Paired teacher teams by grade level or subject,
- Multi-grade level or subject/department teams,
- Teams that by topic cut across school, and
- Performance improvement coordinating or school leadership teams.

4) Once team structures are established, students and parents are invited to participate on three of the five types of teams.

- Primary learning team—teachers will follow the guidelines for the work of this team and meet 2-6 times per year and as needed to keep teacher, student, and parent on the same page regarding student performance and recommendations for accelerating student performance.
- Teams with topics that cut across grades and schools—specific performance improvement topics of attendance, behavior, and academics. These include curriculum development teams, candidate interview teams, and budget development teams.
- School performance improvement coordinating teams (S-PICT or SL) where parents and students with previous experience on other teams are invited to participate with staff members to oversee and coordinate performance improvement processes.

5) As the school's representative, principals are responsible for maintaining open, honest, and fruitful discussions between the school and stakeholders, including interactions among employees, students, and parents.

- Principals implement with the faculty a communications plan that combines digital, email, and personnel contacts to establish relationships that will meet the goal of raising student achievement.
- Principals encourage and support teachers in building trust among members of the primary learning team of teacher, student, and parent.

6) Principals meet and consult with faculty members to promote interactions that prepare students, parents, and faculty members to contribute to improved student performance.

- Conversations among primary learning team members take place almost daily and meetings are held periodically by the teacher with students and parents.
- Early school year assessments are conducted to determine each student's functional level of performance and plans are developed to move student performance forward.
- Interim reports and report cards are discussed, although comments and grades should not surprise student or parent.
- Websites and parent and student portals are available to access student performance data and to keep everyone up-to-date on the quality of student work and the latest levels of proficiency.
- School and classroom sponsored social activities provide teachers with opportunities to develop a closer relationship with students and family members which later enhance the quality of discussion about academics.

7) Principals recommend students and parents for team membership and training that precedes active participation.

- Background in the basics of team work processes and the use of the clinical cycle for problem solving and performance improvement is taught in workshops for staff, students, and parents.

**c. Teachers routinely reach out to parents to discuss student performance, including the personal growth and the data from class assessments and interim and year ending commercial and state assessments. Students should be a part of these meetings and their skills should improve so that they can chair the meetings.**

- 1) Teachers and students receive training in report interpretation and use because performance data are a large component of team work, and data reports do not necessarily yield their meaning in the first review.
- 2) Early meetings and conversations among teachers, students, and parents consist of teacher explanations of these types of data, what they mean, and how they will be used.
- 3) Later meetings and conversations consist of team discussion and planning how to implement analyses and achieve learning objectives more quickly.
- 4) All three parties become comfortable with the development of plans to close gaps in content knowledge and curriculum standards, and how other school services could help support student growth.
- 5) Teachers help students and parents develop insight into thinking and learning processes that will accelerate the student learning growth rate.
- 6) After the first marking period, the primary learning team discussions focus on the progress made between interim assessments, progress made making period to marking period, and the progress made year-to-year.
- 7) Throughout the year, teachers prepare students to analyze personal assessment results and to uncover reasons for a lack of appropriate progress; teachers and students plan to actively close gaps and accelerate performance.
- 8) By high school, many parents have decided to let their student manage the learning process with the teacher, but the school will still find that parents are willing to participate and engage when appropriate and consistently approached.

**d. Schools gather feedback from parents and visitors regarding their comfort level while visiting the school, the quality of staff member interactions, and staff member effectiveness in solving problems.**

- 1) Teachers reach out to parents very early in the year to introduce themselves, establish communications protocols, and encourage a sharing of information that would help student performance.
- 2) Principals and teachers invite parents to visit the school and classrooms.
- 3) Parents and other visitors are asked to comment on the experience they had while at the school.
- 4) Parents understand that they are welcomed in school and that even a short visit gives them an opportunity to rate their experience.
  - Parents and visitors are given an easy process in which they share thoughts about their visit.
  - Visitors rate their level of satisfaction with meetings held with an employee.

5) Feedback is collected through questions about their experience on a preprinted card by parents and students. The completed card is collected in the classroom or in the school office after any visit or meeting.

- The feedback cards for each teacher are summarized without parent or student names.
- The principal is the only person with the summary reports for all teachers.

6) Parents are invited to bring concerns about their child's interactions with peers or other concerns to the teacher.

- The teacher recognizes that the purposes of such contacts include eliminating barriers to learning.
- Where possible, the student is involved in discussions, interviews, and in developing a solution to the concern.
- The teacher decides if the issue brought forward is something to be handled personally or with the help of others.
- If an investigation into the problem is complicated and takes time to complete, teachers provide to the parent a short description of the process, what has been found if anything, and when the next communication will take place.
- If another faculty member is consulted, such as the counselor or administrator, the parent can be told about the contacts.
- If some aspects of the findings are confidential about another student, the teacher needs to explain why the information cannot be shared.
- The decisions, if any, made about the concern should be communicated as soon as possible. The basic facts and the rationale for the decision should be reported.

7) Parents are encouraged to take concerns to the employee closest to the problem.

- When the principal is approached by a parent with a concern about something happening to her/his child, the principal asks a few questions to determine who should be contacted to resolve the issue.
- For a problem in the classroom, the parent is usually directed to the teacher.
- For a problem in other portions of the school, the employee in charge is identified and contacted.
- If the principal is not contacted by the parent any further, the principal asks the employee how the issue was handled, and checks with the parent to determine if the concern was resolved.

8) Any of the above processes are designed to inform parents and help them understand school practices and to more easily participate.

**e. Stakeholder feedback about the quality of interactions and performance is continually collected, analyzed, and used to improve performance.**

1) During classes, teachers collect student thoughts about the human interactions taking place and their reactions to issues, assessments, and progress, orally, in writing, and digitally.

2) Teachers use daily assessments to guide students to better performance and to wise use of in-class and outside of class time to advance learning.

3) The school and teachers ask parents to participate in formal assessment processes each year.

- 4) Surveys are used to collect expressions of student and parent satisfaction with the effectiveness of programs, instruction, activities, and personnel.
- 5) The district/school asks parents, students, and other stakeholders to participate annually in Diagnostic Inventories which ask respondents to assess their interactions with the district/school's best practices.
- 6) Students, parents, employees, and other stakeholders help diagnose school strengths and improvement needs and develop prescriptions to improve performance.

**f. Schools provide many social and indirect academic experiences for family participation in fun, non-academic activities which help build relationships that nurture improved performance.**

- 1) Appropriate interactions and relationships needed for performance improvement are routinely encouraged and supported by the enjoyable social activities in which parents, students, and faculty members participate.
- 2) Informal conversations held outside of normal daily school activities are used to positively influence how employees, parents, and students interact when school and classes are in session.
- 3) Administrators, teachers, parents, and students develop positive perceptions of one another through cordial and friendly activities and conversations.
- 4) Social gatherings, i.e., ice cream sundae socials; drone flying and best tweet competitions, parent-student dinners and dances; field trips; etc., are a few examples of the non-academic activities that promote better future performance.
- 5) Academically related interactions, such as, art and science projects and fairs; dramatic productions and vocal and instrumental music presentations; displays of service and research projects, and other judged competitions provide opportunities for faculty, student, and family interactions that stimulate curiosity and learning.
- 6) In-grade and in-school non-academic and non-athletic competitions (spirit days or weeks and field days, for example) are enjoyable counter points to daily academics and enable students, faculty members, and parents to interact in positive ways building friendships that carry over to academic work.

Eighth Function within the IPS of SSPI

Goal: Student, parent, teacher, and staff communications are consistently viewed as positive.

When discussing the topic of communications in organizations, people think first of the publicity, memos, and background information sent to the marketplace, community, and/or employees. However, effective communications are based on a more active process; one in which eye sight, voice, and hearing impact thinking, decisions, and actions.

Effective communication requires focused attention on the communicator, active listening to the message, empathy for the communicator and topic; and appropriate responses to what was said.

School leaders seek to make communications positive, purposeful, consistent and easily accepted and understood. These communications are related to securing employee, student, parent, and other stakeholder commitment to efforts that produce desired student performance outcomes.

However, keeping communications and communicators focused on activities and processes needed for performance improvement and student learning is sometimes difficult. Employees, students, and parents enjoy working with one another; but they can be drawn away from the primary reasons for being there if communication skills are inadequate.

**a. District and school leaders and faculty members listen well and appropriately respond to dissonance within and among stakeholder groups.**

- 1) Employees listen well to the views and concerns of stakeholders in order to establish historical practice at several levels of the organization.
- 2) The board of education regularly listens well and appropriately responds to observations, concerns, and problems expressed by one or more stakeholders, then the board has the expectation that the principal and staff also will appropriately listen and respond.
- 3) The principal regularly listens well and appropriately responds to concerns and problems expressed by one or more stakeholders to develop the expectation that faculty members will appropriately listen and respond.
- 4) When faculty members regularly listen well and appropriately respond to concerns and problems expressed by one or more stakeholders, then there is the expectation that students will listen and appropriately respond.
- 6) With each additional level where adequate responses are given, the likelihood of harmony within the school and among stakeholders grows.
- 7) The annual administration of Diagnostic Inventories provides an assessment of existing best practices by stakeholder groups.
  - The strengths and performance improvement needs in each of the interactive performance systems are identified
  - The similarities and differences reported by each stakeholder group for district and school level performance are available for analysis.
  - Several indicators for performance improvement are found in the IPS of SSPI, and the quality of communications among stakeholders is key to success.

**b. At each level of the school, there are communications activities scheduled to gather reactions and assessments of stakeholders.**

- 1) Principals attend board meetings when invited and attend meetings at which stakeholders from their school participate.
- 2) Principals maintain a regular schedule of meetings with school stakeholders, employees, students, and parents in particular.
- 3) Teachers hold class meetings as needed and/or on a scheduled basis and meet with parents individually and in groups.
- 4) Stakeholders, particularly parents bring forward their concerns, provide valuable feedback, and propose solutions to problems.
  - The topics of these meetings are driven by the concerns and issues raised by stakeholder groups, but follow-up meetings with individuals provide much greater detail than was made available earlier and more time is spent discussing solution strategies likely to produce success.
- 5) These meetings are positive ways to gather reactions to proposals and to assess the outcomes produced, and more formal, written processes are needed as well.

8) When opportunities for stakeholder presentation of ideas, concerns, and assessments are sufficient, frustration caused by not being heard, understood, and responded to is reduced substantially.

- Reducing this frustration reduces appeals of decisions by employees, students, and parents.

**c. Employees have many opportunities for effective communications—listening, empathizing, and responding to stakeholders.**

1) It is good practice to repeat and ask clarifying questions of the group or individual that describes a concern.

- It is always good to summarize what has been presented, pinpoint as closely as possible what has been said and then listen to the response to determine if the summary was accurate.
- Many times, especially at public meetings, it is necessary to listen and respond with a statement that the issue presented needs to be researched and then get back with findings.

2) In public and group meetings, an administrator or other employee should be identified as the individual taking responsibility for investigating further and getting back to the group or individual.

- The employee has a priority on his/her to-do list and should complete the investigation and report findings to the chair of the meeting or the employee's supervisor before reporting to the group or individual.

3) When following-up an individual's concern, highlight the issues and/or behaviors found, provide a description of findings, and report next steps.

4) If the investigation takes some time due to the number of people to be interviewed for example, provide progress reports.

5) In addition to the goal of resolving the issue, another goal is to demonstrate respect for the people involved and to develop a trustful working relationship.

6) Listening to the requests of individuals and groups and asking clarifying questions are important, but what happens next reveals the true commitment of employees to do what's best.

7) Decisions made and actions taken reveal what is valued by the decision maker and by the school leaders and employees.

- If stakeholder input, concerns, and recommendations are ignored or incorrectly interpreted, confidence and trust in the decision maker are reduced.

8) As the frustration of not being heard is removed and more decisions are made to resolve concerns, the number of decisions appealed diminishes.

- Leaders and stakeholders have fewer disagreements and respect and trust levels improve.

**d. Administrator, faculty member, and student communications are positive even when they can cause disappointment.**

1) Communications are not sugar-coated messages.

- Communications are diplomatic and grounded in truth, in what is right and fits in with the school belief system.

2) Communications are positive when they are brief, but sometimes they have to contain detailed information to inform recipients about the reasons for a decision.

- 3) Communications about performance in the form of adult colleague feedback are positive when grounded in an accurate description of what took place and what could be done to improve.
- 4) Communications about performance in the form of adult feedback to students are positive when grounded in the evaluative criteria used to grade the assignment and how to better apply the criteria in the future.
- 5) Communications in the form of student-to-student feedback about performance are positive when grounded in the evaluative criteria used to grade the assignment and how to better apply the criteria in the future.
- 6) Communications are positive when they provide different solutions to problems than currently practiced and listeners are shown how success can be achieved.
- 7) Honest feedback, even in negative circumstances, is positive unless the listener “tunes-out.”

**e. District and school leaders communicate with stakeholders through team structures to unite stakeholders behind strategies that support adult and student learning growth.**

- 1) Teachers use the teacher-student-parent team to structure positive experiences and communications to accelerate student learning.
- 2) Teachers use classroom team guidelines and experiences to structure positive communications among students and parents.
- 3) Administrator and teacher teams create innovative solutions to learning problems and establish positive communications to implement them.
- 4) Schools establish performance improvement teams to address performance areas needing improvement.
- 5) Performance improvement priorities are communicated to other teams and personnel to avoid conflicts and overlapping responsibilities among teams.
- 6) Performance improvement teams follow the clinical cycle protocols to establish accurate diagnoses, prescriptions, and prognoses whose implementation and results are reported to stakeholders.
- 7) School performance improvement coordinating teams (S-PICTs and/or SLT) assure effective communications with teams about the strategies used to improve adult and student performance.

**f. District and school employees are encouraged to build positive communications with parents in a variety of ways.**

- 1) Districts and schools operations are transparent; policy and procedures manuals, student and parent handbooks, and other information on available on websites.
- 2) Student performance data are available to student and parents via links and passwords.
- 3) Faculty members, especially teachers, are encouraged to establish websites to share the abundance of information about events and activities.
- 4) Even though the communications strategies themselves are neither positive nor negative, employees are expected to use them positively to improve student learning.
  - Employees are encouraged to communicate in face-to-face meetings.
  - Back-to-school nights and in person parent-teacher conferences are universally used strategies.
  - Employees are usually permitted to communicate via email, text messaging, and/or by online face-to-face meetings. Convenience and time savings are important to parents, students, and staff members.

- 5) Teachers contact parents to report positive behavior and accomplishments more frequently than they report negative behavior or poor performance.
- Teacher communications confirm for parents that their child has abilities for success, has taken steps towards accomplishing academic goals, and has demonstrated determination for advanced school work.
  - Teacher communications confirm for parents that resources, if needed, will be found to support their student's success.

## Additional Resource

### **Five Sectors of VitalInsight™**

#### Introduction

In team sports, it is well known that success is produced by more than the sum of the contributions of individual team members. Outstanding team play relies upon individual skills bolstered by a set of intangible synergies that only coordinated team play can produce.

Team parts work as one integrated body united in purpose and working with high energy and coordinated action. Many of the intangibles of team success have been described as the “team caught lightning in a bottle,” or “it all came together at the right time.” These summative, but vague descriptions have been used for a long time without concretely identifying intangibles.

Districts and schools are examples of teams organized to achieve educational, social and economic goals. For some time, districts and schools have been given expectations for improving student performance. Yet, the tools and processes recommended to improve student learning have not utilized both the benefits of team work and the intangibles that drive performance improvement.

Through VitalInsight™, the underlying systems responsible for district, school, faculty, and student accomplishments are examined and evaluated to take advantage of the intangibles that guide schools to success. Prior to the development of Clinical Practice in Education, systems were only partially identified and few were used to improve district, school, staff, and/or student performance.

VitalInsight™ (VI) provides processes and tools to unite district, school, and stakeholders into purposeful and coordinated action. Through VitalInsight, eighteen Interactive Performance Systems (IPS), analogous to human body systems, are examined. Findings of system strengths and vulnerabilities are produced; diagnoses and prescriptions are developed; and improvements are obtained in individual and multiple performance systems.

To facilitate organization and understanding of the VitalInsight data, the eighteen IPS are organized into related groups, called “Sectors.” Sector titles are:

- Adult and Student Learning

- Data and Metrics
- Parent and Stakeholder Engagement
- Safety and Security
- Shared Leadership

### **Sector Description: Adult and Student Learning:**

Learning is the fundamental process for which schools are organized and operated. Learning is not an activity or an outcome that is the sole responsibility of students. While student learning is the end accomplishment, it is not possible to optimize the full extent of student learning in the absence of adult learning. Adult learning is the model, expectation, and precedent for student learning. The most vibrant educational environment is marked by the on-going quest for knowledge among all stakeholders that is limited only by the time available to engage in the effort. The overarching goal within this Sector is to facilitate life-long learning among adults and students.

#### Component IPS

1. **Human Resource Excellence (HRE)**—District and school policies and procedures that govern the selection, training, supervision, and evaluation of employees along with recognizing, rewarding, and compensating exemplary performance are focused on preparing and sustaining every employee for success at the highest performance levels. Every employee will perform in a superior fashion and surpass performance expectations.
2. **Planning and Planned Change (PPC)**—Authorized processes used by individuals and groups to think about, organize, and implement strategies to create better ways to achieve optimum results for the district, school, and students.
3. **Professional Learning and Instruction (PLI)**—The life-long process of acquiring and using the knowledge, skills, and attitudes needed to be an outstanding district and school employee with the intent of becoming a better resource, communicator, teacher, and leader of students and adults. Leaders have responsibility to define performance expectations and offer programs and services that support the development of knowledge and skills for on-the-job success.
4. **Programs, Services, and Curricula that Accelerate Learning (PSCAL)**—The system of programs, services, and curricula that is planned, designed, implemented, evaluated, and upgraded to increase student knowledge, understanding, and skills. These PSCAL represent the district and school’s commitment to the success of every student.

#### Sector Perspectives

**Purposes** of this sector include reaching agreement on what students should learn and the processes that will be implemented to plan, implement, and measure progress in student learning.

**Emphases** are placed on hiring the personnel most likely to help school, faculty, and students achieve learning goals and on the continuing training and professional development to lead students to optimized learning.

**Answers** to the following research questions are sought: How committed are adults and students to personal learning growth and to student learning targets? What gaps exist between current levels of success and the levels sought in the future? What programs and activities should be implemented to help adults and students close gaps and achieve beyond expectations? What level of commitment exists among leaders and faculty members to learn and apply innovative solutions to learning difficulties of students and student groups? Is the school organized to support adult and student learning growth? How do classroom teachers and other faculty members support one another's professional growth? Does the school/district have a curriculum for faculty members and administrators that is connected to improving student performance? How should schools be designed to support adult learning?

### **Sector Description: Data and Metrics**

Every human enterprise must gauge its progress and establish goals for its achievement with a clear understanding of the data and metrics that record its past, benchmark its present, and give perspective to its future. Data and metrics are important to every segment of district and school operations and should not be confined to individuals charged with fulfilling mandated reporting. For stakeholders to be meaningfully engaged in planning for an improved future, they must share an understanding of the realities of current performance as well as the goals for improvement. Unless performance can be measured and new programs and initiatives assessed, any effort to improve outcomes will be unsubstantiated and without meaning. The overarching goal within this Sector is to effectively integrate Data and Metrics into all adult and student planning and decision-making processes.

#### Component IPS

1. **Business/Financial Acumen (BFA)**—The knowledge and skill needed to guide the financial support of school and district operations, performance improvement activities and accomplishments, and shape the management and control of funds to protect the public's investment in the educational enterprise.
2. **Information, Measurement, and Reporting System (IMRS)**—An operating system designed to maintain, update, and distribute the organization's life-blood of data and information about the district, schools, and students to continually focus the attention of employees, students, and other stakeholders on the meaning, characteristics, and health levels of current performance in order to establish new levels of success.
3. **Student Behavior and Performance Data (SBPD)**—All the quantifiable data and qualifiable information about individual students and student groups collected and

organized to enhance understanding of present behavior and performance. These data establish the baseline upon which improvements and progress will be measured and are compared with the results obtained in similar and best-performing districts and schools.

4. **Technology that Supports Programs, Personnel, and Students (TECH)**—Computer hardware, software, communications systems, and related technologies that support school and district efforts to accomplish work tasks and communicate with and among stakeholders. These technologies also help board and staff members, students, parents, and public assess current performance levels and support efforts to close the gap between current and expected performance levels.

### Sector Perspectives

**Purposes** of this sector include aligning technology with a variety of performance data to establish and document evidence for decisions at board, district, school, team, classroom, and individual levels.

**Emphases** are placed on producing and managing usable data quickly (in “real time”) to benefit individual and classroom decisions and to accumulate significant data trends to impact decisions at other levels. Data & Metrics are important considerations in all planning efforts, in assessments of progress, and for making adjustments to prescriptions and action plans to improve performance results.

**Answers** to the following research questions are sought: What performance data from the following categories are used in processes to improve school and student performance?

- Student behavior and performance data,
- Internal system strengths and vulnerabilities,
- Faculty performance data,
- Surveys and satisfaction survey data, and
- Other performance data reports.

What data are most useful for improving instruction? What data are most helpful in improving student test scores? Do current data and metrics serve to inform students, parents, and faculty members about how to improve achievement and to accelerate learning? How well prepared are employees, students, and parents to use the variety of data and metrics available to guide performance improvement efforts? What value do stakeholders receive from using available data and metrics? What data, metrics, and technology delivery systems should be in place to optimize performance?

### **Sector Description: Parent and Stakeholder Engagement**

Students do not learn successfully in isolation from the expectations and support of those around them. Research has been clear for a long time that students achieve at higher levels when they are actively and continually supported by their parents, teachers, peers, and community. Each

member of the “primary learning team” of student, teacher, and parent, should be fully committed to the learning process. The district and school organization, as the platform for student learning, is also dependent on the active and energetic engagement of a broad selection of community stakeholders. Learning outcomes are directly proportional to the level of commitment among stakeholders to the schools and the level of consensus among stakeholders regarding the importance of high achievement. The overarching goal within this Sector is to develop interest in and to secure commitment to the school’s vision and mission among adults and students.

### Component IPS

1. **Customer Focus (CF)**—The philosophical and operational expectation that employees will focus their attention and efforts on the needs of students and other customers of district and schools.
2. **District and School Wide Culture (DSWC)**—The collective attitude, values, and actions that nurture the organization and its stakeholders as they learn, interact, and perform the challenging tasks necessary to meet and exceed expectations and to attain optimum performance.
3. **Staff, Student, and Parent Interactions (SSPI)**—All the interpersonal behaviors and communications which support the completion of the district and school legal and regulatory obligations; provide direction, energy, and resource to improve performance; guide students through learning activities; and make working together enjoyable and beneficial.

### Sector Perspectives

**Purposes** of this sector include establishing home, school, and community partnerships; establishing trust and eliminating misunderstandings that prevent full commitment to improvement efforts; and creating unity among stakeholders for the activities that produce desired outcomes.

**Emphases** are placed on knowing students sufficiently to be able to diagnose learning issues and to prescribe appropriate interventions that will accelerate learning. Every student is supported by the primary learning team of parent, student, and teacher.

**Answers** to the following research questions are sought: Are stakeholders effectively engaged in district, school, and classroom functions and activities? How do stakeholders rate their experiences while engaged in district, school, and classroom functions and activities? What level of consensus and disparity exist among stakeholders related to the strength and vulnerability of best practices? Do engagement practices encourage stakeholders to appropriately interact and share ideas and information that lead to higher student achievement? Which stakeholders make

contributions that have a positive impact on school, faculty, and students? Which functions and activities appear to be most closely associated with improved student performance?

### **Sector Description: School Safety and Security**

Learning is a personal and a collective process that demands self-discipline, risk-taking, and broad levels of shared expectations among participants. Intellectual labor requires high levels of trust and security in the school and the classroom. When adults and students are placed at risk from inadequately protected facilities, disruption of learning routines, physical and cyber threats, and absence of emotional and physical support, learning is unnecessarily limited. District and schools must continually monitor the presence of threats and take steps to secure safe environments for learning, even as threats evolve and morph through technology. The overarching goal within this Sector is to establish high levels of vigilance to the Safety and Security of adults and students to ensure the best possible supportive learning environment.

#### Component IPS

1. **Safety and Security (SFTY)**—The programs, protocols, activities, and facilities put in place to assure a secure and safe school environment, exemplified by a sense of well-being, trust, open communication, and assurance that interpersonal and organizational problems can be anticipated, defused, and solved. Emergencies and crises can be planned for, prevented whenever possible, and when present, effectively dealt with to minimize disruption, injury, and repetition.
2. **Universal Acceptance of Expectations (UAE)**—Comprehensive yet clear performance expectations are developed, deployed among stakeholder groups, accepted as legitimate, and used to improve organization and staff performance and guide the improvement of student behavior and achievement.

#### Sector Perspectives

**Purposes** of this sector include establishing an appropriate environment for learning; devoting substantial time to analysis and perfection of plans to prevent unwanted behaviors and intrusions; establishing programs and practicing procedures to deal with unwanted situations; and communicating during and after unwanted situations.

**Emphases** are placed on five dimensions of Safety and Security: Digital Safety, Emergency Preparedness and Management, Emotional & Behavioral Health, Physical Campus Security, and Physical Health & Wellness. Through these dimensions, there is an expectation that thorough preparation and ongoing practice, will address potentially disruptive and/or dangerous circumstances.

**Answers** to the following research questions are sought: How safe and secure do stakeholders think they are? What areas of concern do stakeholders have? Are school facilities designed to

support a safe environment? How well have district and school personnel prepared stakeholders for potentially disruptive and/or dangerous circumstances? Are students, staff members, parents, and other stakeholders able to carry out responsibilities for learning free from anxiety that prevents top performance? What gaps in preparation of staff members, students, parents, and other stakeholders should be closed to prevent future problems? What available vendor products and services best address these gaps? What other solutions should be considered and developed locally or by vendors in order to improve safety and security?

### **Sector Description: Shared Leadership**

While leadership roles are delegated to administrators, all employees have the duty to lead in areas of responsibility and expertise. Leadership is a vital component of performance improvement processes. Restricting leadership to the exercise of a few individuals limits its effectiveness and retards learning and improvement processes. Effective work groups are comprised of individuals who are aware of when it is most appropriate to lead and when it is most appropriate to follow the leadership of another. A significant challenge to all stakeholders is to learn about, practice, and improve individual and shared leadership qualities to focus energy and expertise on improvement processes. The overarching goal within this Sector is to provide opportunities for adults and students to learn and demonstrate effective leadership skills.

#### Component IPS

1. **Alignment of Work Processes (AWP)**—in response to external influences and internal planned change, precise adjustments are made to district and/or school structures, protocols, and practice to overcome ineffective work, improve performance, and increase student achievement.
2. **Effective and Integrated Governance (EIG)**—The distribution, delegation, and use of the authority legally invested in the Board of Education, Directors, or Trustees and integrated through district and school level structures and positions to accomplish desired district and school performance results.
3. **Leadership (LDR)**—planned and purposeful day-to-day activities conducted by employees who have responsibility for the organization or any part of it to produce intended results. These employees have authority to drive the organization to higher performance levels and are willing to be held accountable for the results achieved.
4. **Structures that Nurture Improvement (SNI)**—The offices, departments, and committees, etc. that are authorized to satisfy legal, regulatory, and policy obligations, and include PLCs, councils, and teams that have responsibility to improve organizational performance and increase student achievement.

5. **Team Work and Problem Solving (TWPS)**—A team is a learning and problem-solving group with specific responsibilities to clarify purposes, rectify misunderstandings; and to resolve conflicts of philosophy, opinion, values, and relationships. Teams align processes to improve performance health, diagnose performance maladies, and prescribe and implement interventions to increase student achievement.

### Sector Perspectives

**Purposes** of this sector include utilizing leadership skills at the board, central office, school, team, and classroom levels to align practices that address performance gaps and to achieve higher levels of success.

**Emphases** are placed on organization designs and teamwork to utilize data and the clinical practice problem solving cycle to remove obstacles to learning and improve performance. Formal leaders at board, central office and school levels develop a “Leadership Agenda” by which leaders implement a belief system to guide decision making and establish routine practices that support prudent risk taking to improve performance.

**Answers** to the following research questions are sought: Do employees, students, parents, and other stakeholders eagerly assume leadership roles to promote learning and success? What beliefs and values are guiding factors for decisions made by administrators and teachers? How are employees encouraged to pursue excellence and to exceed performance expectations? How well are leadership practices distributed among all levels and all grades and subjects? Are stakeholders willing to learn how to perform better and help others learn how to perform better as well? What organization structures and protocols are used to promote and develop leadership skills?

### Step 3: Create the Plan

Using the Prioritized Critical Practices and Root Cause Analysis results from above, create a School Improvement Plan (Appendix 3-A in The Utah System of Support for School Improvement Handbook)