

Angela Hughes

The two things I want

to do better are:

- 1) Manage my time better so that I can stay on top of my responsibilities and expand the library program.
 - 2) Be better organized
 - 3) Classroom Mgmt
- Strengths:

- 1) Video / technology
- 2) ~~Organization~~ Flexible

Planning I plan to facilitate a Do more co-teaching student-run library -

Dana Duke

2 things I want to do better

- To finish an inquiry on time.
- To do better at creating the pre + post test.

2 strengths

- Sharing / ~~Helping~~ Flexible
- Prepared

Something I learned?!

- Good Morning... ~~being~~ being
brilliant for every class.

Something the office can do:

Increase Copy number we
have on the machines

no need to
report
Terry Cordner

Things I want to improve

1. Discipline my students
better in a loving manner

2. ~~Develop~~ Improve my
reading comprehension teaching

Strongly
math,

Something I have learned:

Teach like a PIRATE

Make my lessons and

my class a place where

students want to be →

Administration

Be consistent and make teachers and staff feel like a family. Be more supportive to new faculty members.

Do ~~the~~ a lesson side in the front box

[Faint, mostly illegible handwritten notes]

[Faint, mostly illegible handwritten notes]

1. Classroom Management
2. Relationships with students

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Central Middle School Student Engagement Plan

The Coosa County School System, including Central Elementary, Central Middle and Central High Schools will have an overall focus on student engagement during the 2017 – 2018 school year. The depth of student engagement will be evident through results used during classroom observations using the ELEOT tool. Weekly monitoring using the tool will allow administrators opportunities for follow-up, feedback and next steps to build student engagement opportunities within the classrooms.

Central ^{Middle} High School

June 2017 – Train teachers in an AdvancED overview with emphasis on the ELEOT Tool (ePROVE)

Teachers receive professional development using outside resources for classroom instruction

Turn-around training with teachers that attended collaborative Training

Aug 2017 - Planning with instructional coach with student engagement as the emphasis
May

Classroom visits begin using ELEOT tool (administrators)

Bi-weekly data meetings using academic and engagement data

Collaborative implementation (Cycle One)

Job-embedded PD for teacher support in needed areas

Engagement strategy turn-around with teachers during faculty meetings, planning days

Agenda for Administrators

~~May 31, 2017~~ June 1, 2017

Reflection on year

Reminders

Planning for the upcoming year (where we are)

Next steps

Program Review for each School (Parental Involvement Plan/Student Engagement)

Summer Expectations

establish data meetings
establish pd meetings

CHAMPS
FOUNDATION

School and System Quality Factors (SQF) Planning Tool

The Purpose of the SQF and SQF Planning Tool

The SQF is designed as a reflective tool for institutions to organize and focus their reflections on their ongoing improvement journey. As an institution utilizes the SQF for the first time, staff members are encouraged to become familiar with the School/System Quality Factors through a review of the factors and questions within the SQF. A review of the SQF will assist the institution in determining the necessary information and data analysis that will enable the institution to engage in a data driven process of internal reflection and assessment of your institution's current reality. This analysis and reflection will guide the identification of strengths and areas of need that provide the necessary data for successful improvement planning. This planning tool is designed to assist institutions in thinking about the data and information needed to guide the improvement journey.

How to use the SQF Planning Tool

To use this tool, institutions should have a copy of the SQF appropriate for their institution (school or system) and a copy of this planning tool.

- Look at the questions on the SQF and talk about the data and information necessary to answer each question.
- If you have the data or information necessary to answer that question, record those data sources in the first column listed as **data and information we have**
- If you do not have the data or information to answer the question, in the second column listed as **data and information we need**, you should record that data or information you need to be able to address the question.
- Once you have completed both columns for each factor on the planning tool, develop your plans to gather the data and information recorded in the second column (data and information we need)
- After you have gathered the data and information need, you should take all the data and information you identified in the first column along with what you have gathered from the second column and analyze that data for each factor.
- The final step is to use the results from your analysis of data to respond to the questions in the SQF. The SQF also has a narrative section that allows you to capture and summarize what you have learned from the analysis of the data for each factor.

Clear Direction

The capacity to agree upon, define and clearly communicate to stakeholders the direction, mission and goals that the institution is committed to achieving. Mission and purpose driven and how this aligns with all actions that are then set out in a focused improvement plan along with ethical governance and leadership that undergirds all of it.

Data/Information Available	Quality of Information to make meaningful decisions about this factor	Data/Information we need in order to make meaningful decisions about this factor	Actions to take/Responsibility	Complete

NOTES:

Healthy Culture

The shared values, beliefs, written and unwritten rules, assumptions and behavior of stakeholders within the school community that shapes the school's social norms and creates opportunities for everyone to be successful. A healthy school culture creates an environment in which the school community at all levels is actively engaged, feels empowered to effect positive change, enjoys congenial and supportive relationships and is supported and mentored for success.

Data/Information Available	Quality of Information to make meaningful decisions about this factor	Data/Information we need in order to make meaningful decisions about this factor	Actions to take/Responsibility	Complete
<p>NOTES:</p>				

High Expectations

An institution's stated commitment and demonstrated actions in support of high expectations for all stakeholders, including excellent student learning outcomes and success, high levels of teacher quality and support, leadership effectiveness, proactive community engagement, and valuable parent involvement.

Data/Information Available	Quality of Information to make meaningful decisions about this factor	Data/Information we need in order to make meaningful decisions about this factor	Actions to take/Responsibility	Complete

NOTES:

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Impact of Instruction

The capacity of every teacher to purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement including readiness to transition to the next level of learning or career pathway.

Data/Information Available	Quality of Information to make meaningful decisions about this factor	Data/Information we need in order to make meaningful decisions about this factor	Actions to take/Responsibility	Complete
<p>NOTES:</p>				

Resource Management

The ability of a school to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner. Resources align to learner-centric priorities; is able to find and support high quality talent; integrates digital resources; provides access to digital resources and strategically analyzes use of resources and outcomes/success.

Data/Information Available	Quality of Information to make meaningful decisions about this factor	Data/Information we need in order to make meaningful decisions about this factor	Actions to take/Responsibility	Complete
NOTES:				

Efficacy of Engagement

The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes. Engages the entire stakeholder education community in purposeful and meaningful efforts/activities that drive their active participation; checks in regularly with the stakeholder community and gathers their perceptions, opinions and feedback and has a plan to utilize the feedback and can show how it affected change in actions and/or processes. Ensures comprehensive services for all learners.

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Implementation Capacity

The ability of a school to execute, with consistency, actions designed to improve organizational and instructional effectiveness. The capacity to implement processes and practices with consistency and with high quality prevents the naysayer statements of "see, nothing works with these kids" when really it was a matter of poor implementation; and the knowledge and systems in place to identify poor versus excellent implementation from goal setting to professional development and from curriculum to project based learning.

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DRAFT

AdvancedED Alabama

Customized Training Session #1

eProve

2017-2018

School Quality Factors

Factor	Descriptor
Clear Direction	The capacity to agree upon, define and clearly communicate to stakeholders the direction, mission and goals that the institution is committed to achieving.
Healthy Culture	The shared values, beliefs, written and unwritten rules, assumptions and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.
High Expectations	A school's stated commitment and demonstrated actions in service to high expectations for all stakeholders, including excellent student learning outcomes and success, high levels of teacher quality and support, leadership effectiveness, proactive community engagement, and authentic parent involvement.
Impact of Instruction	The capacity of every teacher to purposefully and intentionally create an environment that empowers all student to be successful in their learning and reach expected levels of achievement including readiness to transition to the next level of learning or career pathway.
Resource Management	The ability of a school to plan, secure, and allocate its resources (human, material, and physical) to meet the needs of every learner.
Efficacy of Engagement	The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.
Implementation Capacity	The ability of a school to execute, with consistency, actions designed to improve organizational and instructional effectiveness.

Applied Learning



School/System Quality Factors

School/System Quality Factors Description	Current Practices and Strengths	Opportunities and Current Weaknesses
<p>Clear Direction The capacity to agree upon, define and clearly communicate to stakeholders the direction, mission and goals that the institution is committed to achieving.</p>		
<p>Healthy Culture The shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.</p>		
<p>High Expectations An institution's stated commitment and demonstrated actions in support of high expectations for all stakeholders, including excellent student learning outcomes and success, high levels of teacher quality and support, leadership effectiveness, proactive community engagement, and valuable parent involvement.</p>		
<p>Impact of Instruction The capacity of every teacher to purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.</p>		
<p>Resource Management The ability of a school to plan, secure and allocate its resources (human, material, and fiscal) to meet the needs of every learner.</p>		
<p>Efficacy of Engagement The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.</p>		
<p>Implementation Capacity The ability of a school to execute, with consistency, actions designed to improve organizational and instructional effectiveness.</p>		

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Clear Direction

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Data/Information Available	Quality of Information to make meaningful decisions about this factor	Data/Information we need in order to make meaningful decisions about this factor	Actions to take/Responsibility	Data

NOTES:



Advanced Continuous Improvement Checklist

Activity	Start Date	End Date	Personnel	Success Criteria/Checklist
Planning: Develop a leadership team and operating structure to support the Continuous Improvement Journey				Checklist: <ul style="list-style-type: none"> = Establishment of leadership team and plan for continuous improvement system
Perspectives: Improve Climate and Culture Surveys deployed for: <ul style="list-style-type: none"> • Students (Grades 3-12) • Teachers • Staff • Parents 				Checklist: <ul style="list-style-type: none"> = Surveys deployed for all audiences = Reports generated and used in completion of the SQF = Results analysis available as evidence
Experiences: Inventories deployed for <ul style="list-style-type: none"> • Students • Staff 				Checklist: <ul style="list-style-type: none"> = Inventories deployed for all audiences = Reports generated and used in completion of the SQF = Results analysis available as evidence
Analysis: School or System Quality Factors Diagnostic				Checklist: <ul style="list-style-type: none"> = Completion of School or System Quality Factors (SQF) with appropriate engagement
Analysis: Student Performance Impact of Instruction Inventory				Checklist: <ul style="list-style-type: none"> = Completion analysis of student performance data
Analysis: Analysis of student engagement (school and student engagement survey results)				Checklist: <ul style="list-style-type: none"> = Elect observations data (if conducted) utilized in completion of SQF and inclusion as evidence. = Administration and analysis of student engagement survey results
Strategies: Continuous Improvement Plan/Strategy Map				Checklist: <ul style="list-style-type: none"> = Development/Revision of School and System Strategic/Improvement Plans in consensus format or in line with Advanced Strategy Map