# Novice Reduction for Gap Closure

## 30-60-90 Day Plan

## Review, Analyze and Apply Data

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| **Goal:** Schools and districts will use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing students in \_\_\_ schools/districts |
| **180 Day Goal**: Insert school/district goal here |

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| **In the first 30 days, we will know we are successful when:** | | | |
| The district establishes a culture of collaborative work with schools to understand relevant state and local data points and how data applies to novice reduction goals. PPP | | | |
| **The measures/evidence we will use are:** | | | |
| * Completed Review, Analyze and Apply Data Self-Assessment Diagnostic at district level with next steps and action plan identified * Plus/delta on the level of understanding (by the District Data Team) in use of data in novice reduction * Meeting agendas and minutes * Outline of school level training plan for use of data in novice reduction | | | |
| **First 30 days action strategies:** | **Who is on point?** | **By When?** | **How Communicated?** |
| DISTRICT LEVEL | | | |
| 1. District Administration will identify appropriate staff to form District Data Team who understands and can effectively communicate to stakeholders local and state data (e.g. DAC, CAO, CIO, supervisor of instruction, curriculum coaches). From this team, the district will appoint a data liaison to each school for support and guidance in assessment literacy. | Superintendent or designee | Within first 5 days | Verbal, followed by staff email including all district and school leadership |
| 2. The District Data Team will identify and agree upon appropriate state and local data sources for each student level of data ( e.g., pre-K, K-2, 3-5, 6-8, 9-12) and create a calendar of data availability for each student level to include the assessment, measure, and grade level. | DAC or Designee | Within first 10 days | Meeting minutes including identified data sources with calendared availability of data to all district and school leaders |
| 3. Before proceeding, the District Data Team will use the Review, Analyze and Apply Data Self-Assessment [DiagnosticTool](http://education.ky.gov/school/stratclsgap/contassessment/Documents/NRGCReviewAnalyzeApplyDataDiagnostic.pdf)in order to analyze current practices and devise next steps in the development of a systematic process for analyzing data. Activities are broken out into steps below:  **Step 1: What are we doing?** Use the diagnostic tool to analyze *current* policies and practices at the district and school level to impact novice reduction.  **Step 2: What do we need to do to improve?** The District Data Team collaborates to answer [data questions](http://education.ky.gov/school/Documents/A%20Guide%20for%20Using%20the%20Data%20Questions.pdf).  **Step 3: What are our next steps?** Determine next steps for policy and practice improvements.  **Step 4: What is our action plan?** Create a district action plan with next steps | DAC or Designee | Within first 20 days | Meeting minutes  Scored Self-Assessment Diagnostic Tool  [Plus/Delta](http://education.ky.gov/school/stratclsgap/contassessment/Documents/Plus%20Delta%20Template.doc)  of District Data Team understanding of novice reduction  Action Plan with next steps |
| 4. The District Data Team will establish dates and locations for future training of school leadership and additional district personnel. | DAC or Designee | Within first 20 days | Calendar dates and secured locations are communicated to trainees |
| 5. District Data Team will develop a data analysis protocol. The protocol is a system that will be used consistently for district and school data analysis. The protocol will ensure the opportunity for schools to self-assess using the Self-Assessment Diagnostic Tool. The protocol will also include use of quality tools (root cause analysis, circle of influences, data questions, plus/delta) for school teams to use when prioritizing the work for novice reduction.  Reference: [Systems of Continuous Improvement Webpage](http://education.ky.gov/school/stratclsgap/contassessment/Pages/Systems-of-Continuous-Improvement.aspx) | DAC or Designee | Within first 25 days | COMPLETED District Data Analysis Protocol |
| 6. The DAC will develop training and exercises that will focus leaders on aligning district and school improvement goals with local and state data to reduce novice. District Data Team, which includes the DAC, and in collaboration with school leadership (a selection of principals) will design and schedule training for schools on the data analysis protocol established by the District Data Team.  Reference: [Kentucky School Report Card](http://applications.education.ky.gov/SRC/), self-assessment diagnostics, data questions | DAC or Designee | Within first 30 days | COMPLETED and Communicated Training Agenda for school data teams |
| **If we are not successful, we will:** | | | |
| * Plus/delta on the barriers to progress (act on the deltas!) * Conduct a task analysis - consider reassignment and management of tasks * Consider PDSA where needed * Solicit support for the work (Co-ops, regional novice reduction coaches) | | | |
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| **In 60 days, we will know we are successful when:** | | | |
| The School Data Leadership Team, with support and guidance from District Data Team, establishes a culture of collaborative work within school data teams to understand relevant state and local data points and how data applies to novice reduction goals. | | | |
| **The measures/evidence we will use are:** | | | |
| * Completed Review, Analyze and Apply Data Self-Assessment Diagnostic at the school level with next steps and action plan identified * Plus/delta measuring the level of understanding (by the School Data Leadership Team) in use of data in novice reduction * Meeting agendas and minutes * Outline of school level data analysis work session | | | |
| **60 days action strategies:** | **Who is on point?** | **By When?** | **How Communicated?** |
| DISTRICT LEVEL | | | |
| School level administration, with support from district data liaison, will identify appropriate staff to form School Data Leadership Team who understand and communicate local and state data (e.g. BAC, Principal, Teacher Leaders, Interventionists and/or Instructional Coaches) | DAC/BAC/Administrator/Supervisor of Instruction | Within first 35 days | Verbally followed by staff memo w/training dates |
| The District Data Team will train School Data Leadership Teams and other district personnel on the use of the district data analysis protocol.  Resources: Gap slides from School Report Card Workbook, [Data Protocol Analysis Tools](http://education.ky.gov/school/csip/Pages/Data-Protocol-Analysis-Tool.aspx) (Pulaski Co.), Visit Hub School(s) | DAC/Supervisor of Instruction | Within first 50 days | COMPLETED Training Agenda with attendance  Plus/Delta analysis from attendees |
| SCHOOL LEVEL | | | |
| Upon completion of training, School Data Leadership Team will determine if modifications to the district data analysis protocol are needed in order to meet the needs of individual schools.  Any modifications or adaptations of the protocol by the schools will be communicated back to the district. | School Data Leadership Team | Within first 50 days | COMPLETED School-level data analysis protocol |
| The School Data Leadership Team will participate in data analysis protocol teacher-level training specific to novice reduction.  Resources for training can be found on the [Assessment Literacy for Principals webpage](http://education.ky.gov/school/stratclsgap/contassessment/Pages/Assessment-Literacy-for-Principals.aspx) | Supervisor of Instruction/  Teacher Leader(s) | Within first 60 days | PDSA and/or Next Steps |
| Within school level teams (PLC teams), teachers will use the Data Analysis Protocol to analyze the student level data related to delivery goals in the School Report Card.  Examples but not exclusive to:   * Examining state data and student performance distance from the intended delivery target (that is a reflection of past practice) * Examining data from Quarterly Data and making decisions on Tier I and Tier II instructional practices and RtI next steps for students * Current classroom data (benchmarks, summative and formative assessments) | Supervisor of Instruction/Teacher Leader(s) | Ongoing  Quarterly | PDSA and/or Next Steps |
| **If we are not successful, we will:** | | | |
| * Plus/delta on the barriers to progress (act on the deltas!) * Conduct a task analysis - consider reassignment and management of tasks * Consider PDSA where needed * DAC solicits support for the work (Co-ops, regional novice reduction coaches) | | | |
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| **In 90 days, we will know we are successful when:** | | | |
| The school leadership, with support and guidance from district data team have clearly communicated and published standard data protocol process and all stakeholders (administration, support staff, teachers and students) are actively using data to implement aligned acts of improvement | | | |
| **The measures/evidence we will use are:** | | | |
| * 100% of schools have reviewed and analyzed data using the data analysis protocol for the purpose of novice reduction * Professional Learning (PLC) Agenda (plus/deltas and evaluations) include reference to data analysis to set goals for novice reduction * 100% Published CSIP/CDIP – (ASSIST) used data to set goals and define action steps for novice reduction * Data Walls, Data Displays, Data Dashboards, Student Data Notebooks and/or Calendar with Student Led Conferences (name & claim) are present in 100% of Schools | | | |
| **90 days action strategies:** | **Who is on point?** | **By When?** | **How Communicated?** |
| DISTRICT LEVEL | | | |
| To ensure novice reduction, the District Data Team will reevaluate district practice, using the Review, Analyze and Apply Data Self-Assessment [DiagnosticTool](http://education.ky.gov/school/stratclsgap/contassessment/Documents/NRGCReviewAnalyzeApplyDataDiagnostic.pdf)in order to analyze current practices and devise next steps. Activities are broken out into steps below:  **Step 1: What are we doing?** Use the diagnostic tool to analyze *current* policies and practices at the district and school level to impact novice reduction.  **Step 2: What do we need to do to improve?** The District Data Team collaborates to answer [data questions](http://education.ky.gov/school/Documents/A%20Guide%20for%20Using%20the%20Data%20Questions.pdf).  **Step 3: What are our next steps?** Determine next steps for policy and practice improvements.  **Step 4: What is our action plan?** Create a district action plan with next steps using a [PDSA cycle](http://education.ky.gov/school/stratclsgap/contassessment/Documents/PDSA%20Template.docx) to ensure continuous improvement | DAC or Designee | Within first 90 days | Scored Self-Assessment Diagnostic w/analysis of improvement from initial self-assessment |
| District and School Administration continue to review and analyze data points on no less than a quarterly basis focusing on novice reduction, e.g., use of specific student data, formative and summative assessments | DAC or Designee | Ongoing | PDSA and/or Next Steps |
| District Data Team will determine professional learning and next steps to support implementation of novice reduction strategies | DAC or Designee | Ongoing | PDSA and/or Next Steps |
| SCHOOL LEVEL | | | |
| Determine, establish and communicate ownership of school level, PLC, grade level novice reduction goals | Administrators/Teacher Leaders | Within 90 days | PLC minutes, student data notebooks, newsletters, etc… |
| School has data visualizations posted around the school and in teacher work rooms communicating goals and current progress toward novice reduction | Administrators/Teacher Leaders | Within 90 days | Posted progress |
| Schedule Student Led Conferences at **least** every six weeks | Teachers | Ongoing | Parent, Student and school staff |
| School Leadership Data Team will provide all school staff a Data Retreat including data review, research questioning, root cause analysis and CSIP training | School Leadership Data Team | Within 90 days | Face to Face  Agendas  Minutes |
| **If we are not successful, we will:** | | | |
| * Plus/delta on the barriers to progress (act on the deltas!) * Conduct a task analysis - consider reassignment and management of tasks * Consider PDSA where needed * DAC solicits support for the work (Co-ops, regional novice reduction coaches) | | | |
| **Projected Next Steps:** | | | |
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