Assessment 5 School Improvement Plan (Professional Leadership Skills)

Description and Use in Program:

The School Improvement Plan Project is an assessment of a candidate's proficiency in competencies related to teaching and learning. Candidates develop plans that engage in data-driven decision making and develop actions to support a process of continuous school improvement.

While the candidate's overall performance on this project is used for course grading purposes, the project provides an assessment of each candidate's proficiency relative to specific NELP standards as measured by the project. Candidates will collect data related to the school improvement process/plan utilized in their schools, analyze the data, and develop a school improvement plan. In addition, candidates will analyze student achievement data and develop a school improvement performance plan. Their school improvement performance plan will identify objectives, research-based strategies, professional development activities, and methods to monitor the goal to support school improvement. They will utilize their leadership skills to communicate the plan in writing, engage all stakeholders and determine a course of action that will provide a learning environment that promotes student achievement for all students. This assignment demonstrates the candidate's application of building-level leadership skills that support an effective P-12 student learning environment. Candidates are scored on a scale of 1 to 3, with a 2 or higher required for successful completion of the assessment.

Alignment with NELP Standards:

The School Improvement/Performance Plan is directly aligned with NELP Standards: 3, 4, 6, and 7.

Part I: School Improvement Plan – Alignment to Standards

NELP Component 6.1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

NELP Component 7.3: Program completers understand and have the capacity to personally engage in, as well as collaboratively engage staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Part I Instructions to

Candidates: Data

Collection

After meeting and collaborating with the administrator and other staff in the school building and discussing school improvement efforts (School Improvement Plan) and the school's vision, collect student performance data and organize the data. Compile the data graphically in an Excel spreadsheet.

Narrative: Present the data in a written narrative. Your narrative must include the following:

(a) Summary of student performance data and conclusions that you have drawn after analyzing student performance data

(b) Summary of instructional program and conclusions you have drawn after analyzing student performance data

(c) Summary of school culture data and conclusions you have drawn after analyzing the school culture data

(d) Summary of School Improvement Plan including external and internal stakeholders who were involved in the decision-making process (3.4)

(e) Identify strategic and tactical challenges for the school

Part I Assignment Submission:

Narrative and data displayed graphically using Excel are submitted into Anthology/Chalk and Wire.

Part II: Data Analysis and Summary – Alignment to Standards

NELP Component 4.4: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

NELP Component 6.1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

NELP Component 6.3: Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Part II Instructions to Candidates:

In Part I, you collected school performance data and organized it graphically. Additionally, you provided a summary of the data and conclusions after analyzing the data, as to the school improvement process/plan.

You will now provide a **Data Analysis and Summary** based on the following:

(a) Analyze and determine the problem statements based on the data in order to identify and prioritize strategic and tactical challenges for the school.

(b) Analyze the school operational policies and procedures that impact the problem.

(c) Analyze how the laws and policies are applied consistently, fairly and ethically within the school which could impact the problem.

(d) Determine the apparent root causes which could impact the data and problem. Analyze the complex causes such as poverty,

economic factors, other disadvantages and cultural diversity.

(e) Identify emerging trends and issues that likely affect the school and would likely contribute to the problems.

(f) Select one target change for instructional improvement for further analysis and discussion as your School Improvement Plan is based on programs that promote equitable learning opportunities and student success. Discuss how you will communicate the School Improvement Plan to appropriate school stakeholders.

Part II Assignment Submission:

Data Analysis and Summary is submitted into Anthology/Chalk and Wire.

Part III: School Improvement Plan – Alignment to Standards

NELP Component 3.3: Program completers understand and can demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

NELP Component 4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula, programs, and other supports for academic and non-academic student programs.

NELP Component 4.2: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

NELP Component 4.4: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

NELP Component 6.1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

NELP Component 6.2: Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

NELP Component 7.2: Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

NELP Component 7.3: Program completers understand and have the capacity to personally engage in, as well as collaboratively engage staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Part III Instructions to Candidates: School Improvement Plan

Write one school Improvement goal based on your data summary in Part I and determination and prioritization of problem statements based on analysis of root causes and statement of change plan for instructional improvement performance in Part II. Based on your goal and findings, develop a school improvement plan. The School Improvement Plan is divided into two Parts and must include the following:

Part A:

a. One change plan goal for instructional improvement based on summary data in Part 1

b. Objectives for the one change plan goal for instructional improvement include the following:

Your objectives should incorporate (a) cultural competence and diversity in the development of the curriculum and instructional practices; (b) content-based learning strategies; (c) how you will ensure trust, equity, fairness and respect among staff; (d) how you will monitor the strategies and objectives to ensure personalized learning opportunities for all.

Additionally, include the (a) use of differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction, and (b) professional development plans for faculty to increase the capacity of school staff and leaders that reflect national and professional development standards needed to implement the goal.

Part B:

c. Discuss how you will implement the School Improvement Plan based on the school's budget and financial status.

d. Discuss any facility and space utilization issues for successful implementation of the School Improvement Plan.

e. Discuss the long-term resource needs of the school for successful implementation of the School Improvement Plan including technology.

f. Identify leadership capabilities of the staff to implement the School Improvement Plan.

g. Discuss how you will protect time and schedules to maximize teacher instructional time and student learning to implement the School Improvement Plan based on the school's master schedule.

Part III Assignment Submission:

School Improvement Performance Plan is submitted into Anthology/Chalk and Wire.

(2f) Assessment Rubric

Assessment Component/NELP Standards	Meets Expectations (3)	Expectations Minimally Met (2)	Expectations Not Met (1)
Part I: Data Collection and Summary: Strategic and Tactical Challenges NELP 6	Data Collection and Summary demonstrates candidate's strong understanding of strategic and tactical challenges for the school (6.1)	Data Collection and Summary demonstrates candidate's adequate understanding of strategic and tactical challenges for the school (6.1)	Data Collection and Summary demonstrates candidate's minimal or no understanding of strategic and tactical challenges for the school (6.1)
Part I: Data Collection and Summary: Decision-Making Processes NELP 7	Data Collection and Summary demonstrate candidate's strong understanding of involving staff in decision making process (7.3)	Data Collection and Summary demonstrate candidate's adequate understanding of involving staff in decision making process (7.3)	Data Collection and Summary demonstrate candidate's minimal or no understanding of involving staff in decision making process (7.3)
Part II: Data Analysis and Summary: Strategic and Tactical Challenges NELP 6	Problem statements demonstrates candidate's strong understanding of strategic and tactical challenges for the school (6.1)	Problem statements demonstrates candidate's adequate understanding of strategic and tactical challenges for the school (6.1)	Problem statements demonstrates candidate's minimal or no understanding of strategic and tactical challenges for the school (6.1)
Part II: Data Analysis and Summary: Operational Policies and Procedures NELP 6	Summary demonstrates candidate's strong ability to analyze school operational policies and procedures (6.1)	Summary demonstrates candidate's adequate ability to analyze school operational policies and procedures (6.1)	Summary demonstrates candidate's minimal or no ability to analyze school operational policies and procedures (6.1)

Assessment Component/NELP Standards	Meets Expectations (3)	Expectations Minimally Met (2)	Expectations Not Met (1)
Part II: Data Analysis and Summary: Laws and Policies NELP 6	Summary demonstrates candidate's strong understanding of laws and policies applied consistently and fairly within the school (6.3)	Summary demonstrates candidate's adequate understanding of laws and policies applied consistently and fairly within the school (6.3)	Summary demonstrates candidate's minimal, or no understanding of laws and policies applied consistently and fairly within the school (6.3)
Part II: Data Analysis and Summary: School Issues NELP 4	Summary demonstrates candidate's strong understanding of issues likely to affect the school and adapts leadership strategies to address the emerging issue (4.4)	Summary demonstrates candidate's adequate understanding of issues likely to affect the school and adapts leadership strategies to address the emerging issue (4.4)	Summary demonstrates candidate's minimal or no understanding of issues likely to affect the school and adapts leadership strategies to address the emerging issue (4.4)
Part II: Data Analysis and Summary: Change Target NELP 6	Summary of change target demonstrates candidate's strong understanding of equitable learning opportunities for all (6.3)	Summary of change target demonstrates candidate's adequate understanding of equitable learning opportunities for all (6.3)	Summary of change target demonstrates candidate's minimal or no understanding of equitable learning opportunities for all (6.3)
Part II: Data Analysis and Summary: Communication with Stakeholders NELP 6	Summary demonstrates candidate's strong ability to communicate the change to appropriate school stakeholders (6.3)	Summary demonstrates candidate's adequate ability to communicate the change to appropriate school stakeholders (6.3)	Summary demonstrates candidate's minimal or no ability to communicate the change to appropriate school stakeholders (6.3)

Assessment Component/NELP Standards	Meets Expectations (3)	Expectations Minimally Met (2)	Expectations Not Met (1)
Part III: School Improvement Plan Part A : Cultural Competence and Diversity NELP 4	Objectives demonstrate candidate's strong understanding of cultural competence and diversity in curriculum and instructional practices (4.1)	Objectives demonstrate candidate's adequate understanding of cultural competence and diversity in curriculum and instructional practices (4.1)	Objectives demonstrate candidate's minimal or no understanding of cultural competence and diversity in curriculum and instructional practices (4.1)
Part III: School Improvement Plan Part A : Content-Based Learning Strategies NELP 4	Objectives demonstrate candidate's strong understanding of the use of content-based learning strategies (4.1)	Objectives demonstrate candidate's adequate understanding of the use of content-based learning strategies (4.1)	Objectives demonstrate candidate's minimal or no understanding of the use of content-based learning strategies (4.1)
Part III: School Improvement Plan Part A : Equity, Fairness, and Trust NELP 3	Objectives demonstrates candidate's strong understanding of trust, equity, fairness and respect among students and staff (3.3)	Objectives demonstrates candidate's adequate understanding of trust, equity, fairness and respect among students and staff (3.3)	Objectives demonstrates candidate's minimal or no understanding of trust, equity, fairness and respect among students and staff (3.3)
Part III: School Improvement Plan Part A : Activity Monitoring NELP 4	Objectives demonstrate candidate's strong understanding of monitoring activities to ensure personalized learning opportunities (4.2)	Objectives demonstrate candidate's adequate understanding of monitoring activities to ensure personalized learning opportunities (4.2)	Objectives demonstrate candidate's minimal or no understanding of monitoring activities to ensure personalized learning opportunities (4.2)

Assessment Component/NELP Standards	Meets Expectations (3)	Expectations Minimally Met (2)	Expectations Not Met (1)
Part III: School Improvement Plan Part A : Differentiation NELP 4	Objectives demonstrate candidate's strong understanding of the use of differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction (4.1)	Objectives demonstrate candidate's adequate understanding of the use of differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction (4.1)	Objectives demonstrate candidate's minimal or no understanding of the use of differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction (4.1)
Part III: School Improvement Plan Part A : Professional Development and Staff Capacity NELP 7	Objectives demonstrate candidate's strong understanding of professional development that increases the capacity of school staff (7.3)	Objectives demonstrate candidate's adequate understanding of professional development that increases the capacity of school staff (7.3)	Objectives demonstrate candidate's minimal or no understanding of professional development that increases the capacity of the school staff (7.3)
Part III: School Improvement Plan Part B: Budgeting NELP 6	School Improvement Plan demonstrates candidate's strong understanding of school-based budgeting (6.2)	School Improvement Plan demonstrates candidate's adequate understanding of school-based budgeting (6.2)	School Improvement Plan demonstrates candidate's minimal or no understanding of school-based budgeting (6.2)
Part III: School Improvement Plan Part B: Facility and Space Utilization NELP 6	School Improvement Plan demonstrates candidate's strong understanding of facility and space utilization (6.2)	School Improvement Plan demonstrates candidate's adequate understanding of facility and space utilization (6.2)	School Improvement Plan demonstrates candidate's minimal or no understanding of facility and space utilization (6.2)

Assessment Component/NELP Standards	Meets Expectations (3)	Expectations Minimally Met (2)	Expectations Not Met (1)
Part III: School Improvement Plan Part B: Long Term Resource Needs NELP 6	School Improvement Plan demonstrates candidate's strong understanding of long- term resource needs of the school (6.1)	School Improvement Plan demonstrates candidate's adequate understanding of long-term resource needs of the school (6.1)	School Improvement Plan demonstrates candidate's minimal or no understanding of long-term resource needs of the school (6.1)
Part III: School Improvement Plan Part B: Staff Leadership Capabilities NELP 7	School Improvement Plan demonstrates candidate's strong understanding of leadership capabilities of the staff (7.3)	School Improvement Plan demonstrates candidate's adequate understanding of leadership capabilities of the staff (7.3)	School Improvement plan demonstrates candidate's minimal or no understanding of leadership capabilities of the staff (7.3)
Part III: School Improvement Plan Part B: Scheduling NELP 4	School Improvement Plan demonstrates candidate's strong understanding of protecting time and schedules to maximize teacher instructional time and student learning (4.4)	School Improvement Plan demonstrates candidate's adequate understanding of protecting time and schedules to maximize teacher and instructional time and student learning (4.4)	School Improvement Plan demonstrates candidate's minimal or no understanding of protecting time and schedules to maximize teacher and instructional time and student learning (4.4)