M-DCPS
School Improvement Plan (SIP)
Mid-Year Review 2007-2008

ASP
ACCOUNTABILITY
AND
SYSTEMWIDE
PERFORMANCE

Miami-Dade County Public Schools
giving our students the world

Welcome and Introductions

Objective

Provide Technical Assistance for the SIP Mid-year Review Process

Accessing the SIP
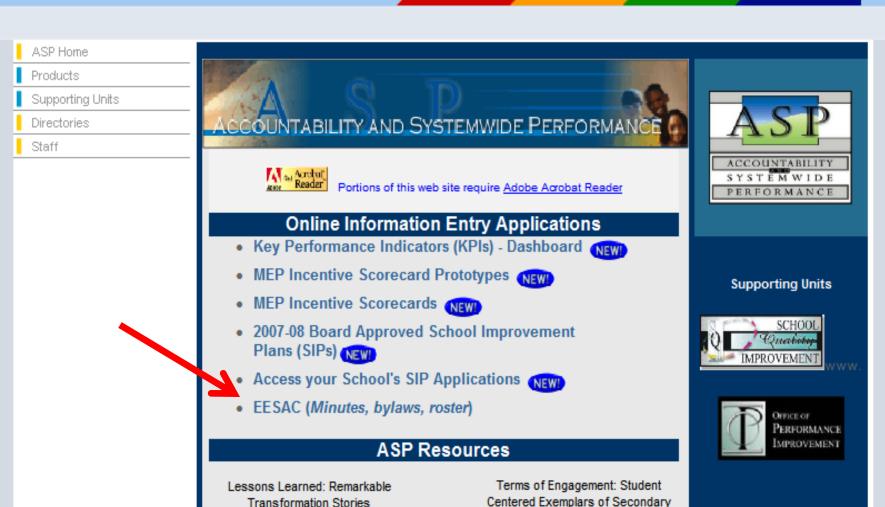
Accountability and
Systemwide Performance

Miami-Dade County Public Schools
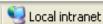*giving our students the world*

Monday November 26, 2007

STUDENTS   PARENTS   EMPLOYEES   COMMUNITY

ASP Home
Products
Supporting Units
Directories
Staff

ACCOUNTABILITY AND SYSTEMWIDE PERFORMANCE

ASP
ACCOUNTABILITY
AND
SYSTEMWIDE
PERFORMANCE

Acrobat Reader   Portions of this web site require [Adobe Acrobat Reader](#)

Online Information Entry Applications

- **Key Performance Indicators (KPIs) - Dashboard** NEW!
- **MEP Incentive Scorecard Prototypes** NEW!
- **MEP Incentive Scorecards** NEW!
- **2007-08 Board Approved School Improvement Plans (SIPs)** NEW!
- **Access your School's SIP Applications** NEW!
- **EESAC** (*Minutes, bylaws, roster*)

ASP Resources

Lessons Learned: Remarkable
Transformation Stories

Terms of Engagement: Student
Centered Exemplars of Secondary

Supporting Units

SCHOOL Quality IMPROVEMENT www.

OFFICE OF PERFORMANCE IMPROVEMENT

Local intranet   100

Inbox - Microsoft...   SIP-midyears   Microsoft PowerP...   Dadeschools.net ...   Search Desktop

Accessing the SIP Mid-year Review

Accessing the SIP Mid-year Review

Access each Mid-year strategy check and narrative through the "Goals Areas"

Accessing the SIP Mid-year Review

Completing the SIP Mid-year Review

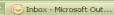# SIP Strategy Status Check

- Complete
- On-Going
- Partial
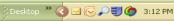- No-Progress

Completing the SIP Review

Data Analysis

- **DO'S**

- **Qualitative and/or Quantitative**
  - Utilize raw scores, rubrics, percents, percentage of students at a specific score, etc.
  - Disaggregate data by subgroups (e.g., SWD,LEP...)
  - Compare data trends
  - Drill down to specific skills (content clusters)
  - Analyze strategies

- **DON'TS**
  - Restate data
  - Use only one method of assessment
  - Use broad analysis
  - Concentrate on FCAT test results ONLY
  - Look at goals, objectives, and strategies in isolation (All elements are interrelated and affect the continuous improvement of the total school.)

Data Analysis

- **DO'S cont'd**

- **Qualitative and/or Quantitative**
  - **Narrow results to specific skills**
  - **Identify gaps (root cause analysis)**
  - **Identify OFIs as areas of concern for all goals and objectives**
  - **Focus on all ranges of performance**
  - **Generate OFIs from strengths**

- **DON'TS cont'd**
  - **REVERSE THE DATA!**
  - **An OFI is not the opposite of a strength.**
  - **Look at goals, objectives, and strategies in isolation**
  - **Look at ONLY performance levels of students (e.g., FCAT)**
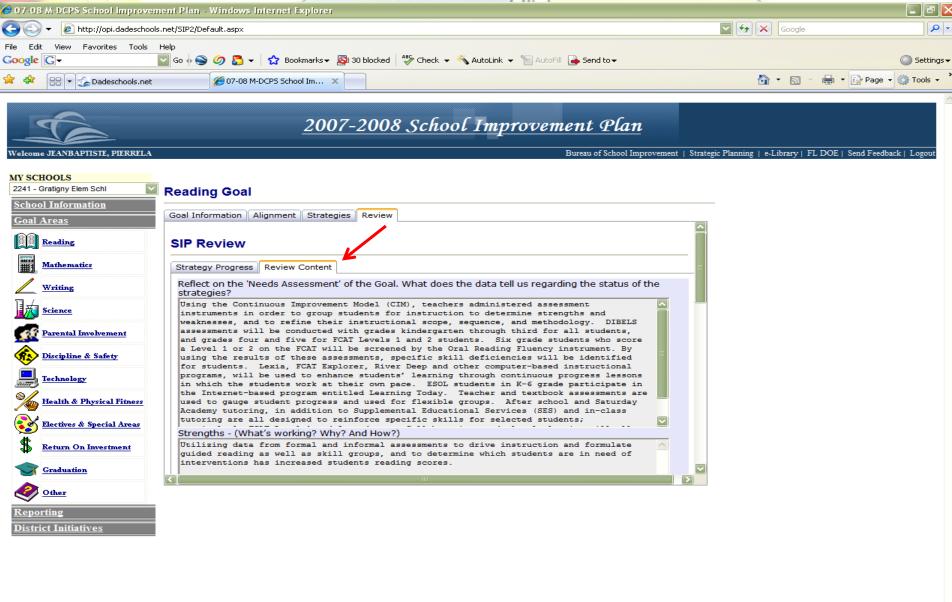
Data Analysis

- **AREAS OF STRENGTHS**
  - areas that met or exceed targeted levels
  - Based on your review, data analysis, and major findings at the end of the cycle, which areas are identified as impacting positive student achievement?
  - These are identified as your strengths!

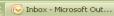- **OPPORTUNITIES FOR IMPROVEMENT**
  - areas that fall below the targeted levels
  - Based on your review of the data, what barriers and gaps exist that will negatively impact student achievement?
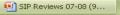 - These are identified as opportunities for improvement! (OFIs)
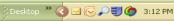
Completing the SIP Review

School Improvement Plan
Mid-year Review
2007-2008

	GOAL	Strategy #	Completed	On-going	Partial	No Progress
PLAN						
DO	**"Status Check of Strategies"**	Mark one status category per strategy.				

STUDY

What evidence do you have that certain strategies are affecting student achievement?

- After reviewing all the available data pertinent to this goal, what data points stand out as indicators of progress towards goal? Consider this section as a reflective piece of ongoing data chats

Strengths (What's working? Why? And How?) **You don't need a "1 to 1" correlation of Strengths and OFIs.**	• Approach this section from a global perspective and not a strategy by strategy approach. • Strengths are specific data points that indicate success towards your goal. • There is no need to refer to the strategy, next steps or explanations in this statement.
OFIs (What needs adjusting? Why? And How?)	• Again, approach this section from a global perspective and not a strategy by strategy approach. • OFIs are specific data points that indicate poor progress, no progress or a decline in data. • OFIs are data statements that indicate that further attention is needed to positively impact a particular goal. • An OFI is NOT the opposite of strength. It could however, be a further disaggregation of a data element.

ACT

What adjustments do you need to make?

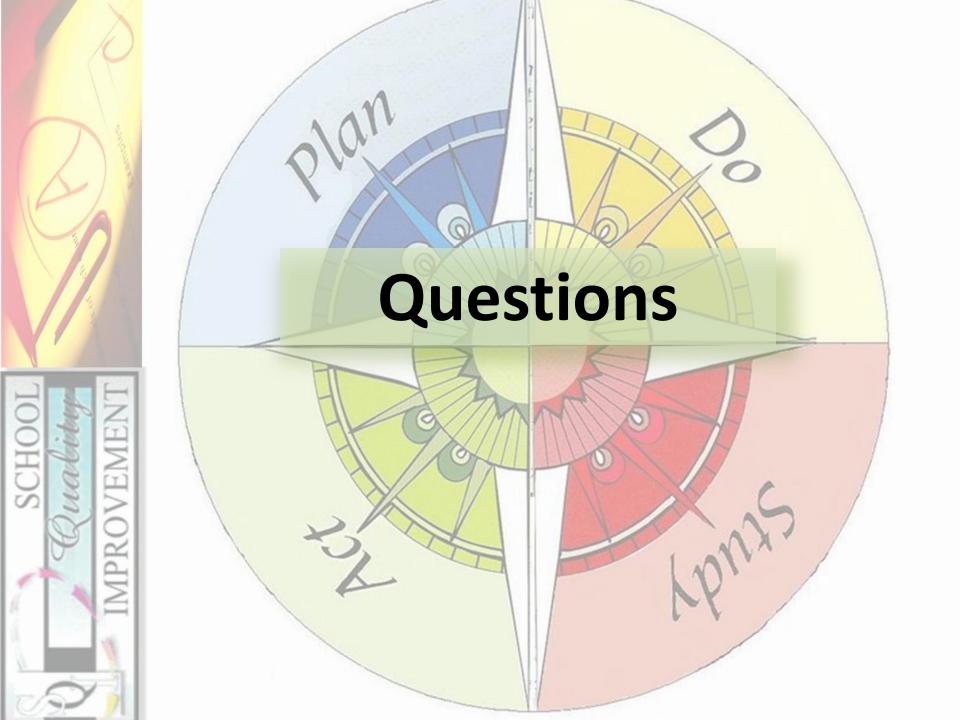|	
Instructional Focus	• Based on your identified strengths and OFIs, what needs to be done differently? What needs to be modified, expanded, enhanced, deleted, etc. to acquire better results? • What are your next steps, based on the information acquired, to assure student achievement?
Professional Development	• Align the adjustments to the School Improvement Plan Professional Development activities. • Do you need to add/delete PD items from the SIP?

School Improvement Plan
Mid-year Review
2007-2008

Miami-Dade County Public Schools

SCHOOL Quality IMPROVEMENT

	GOAL	Strategy #	Completed	On-going	Partial	No Progress
PLAN						
DO						

STUDY

What evidence do you have that certain strategies are affecting student achievement?

Strengths (What's working? Why? And How?)	
OFIs (What needs adjusting? Why? And How?)	

ACT

What adjustments do you need to make?

Instructional Focus	
Professional Development	

TIMELINES-----

- School teams organize to gather and analyze data to complete the SIP Mid-year Review
- Schedule an EESAC Meeting to get input for the SIP Mid-year Review and an additional meeting to get final signatures for submission to the Regional Center office.
- Transfer outcomes to the online School Improvement Plan Review Section for 2007-2008, http://opi.dadeschools.net/products
- Region review January 11, 2008.
- Online deadline is January 17, 2008.

Questions

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