Developing High-Quality Campus Plans for Student Achievement

NCLB Requirements Relating to Student Achievement

- Continuous and substantial academic improvement for all students [NCLB 1111(b)(2)(C)(iii)]
- Reading and Mathematics (Science in 2007-2008) [NCLB 1111(b)(3)(A)]
- 100% proficiency for all student groups by 2013-2014 [NCLB 1111(b)(2)(F)]

Student Achievement

Establishing high expectations for student learning and providing the needed support

Ensuring alignment of curriculum, instruction, and assessment

Using data to improve instruction at the school, classroom, and student levels
Student Achievement

Establishing high expectations for student learning and providing the needed support

There was an average 21% difference (with a range from 18%–41%) in student achievement between classes where high expectations were established and classes in which high expectations were not established.


Ensuring alignment of curriculum, instruction, and assessment

In his meta-analysis of school factors, Marzano ranks a guaranteed and viable curriculum as the element that has the most impact on student achievement.


Using data to improve instruction at the school, classroom, and student levels

In her study of 22 schools across eight states, Massell (2000) identifies interpreting and using data as one of four key capacity-building strategies to improve teaching and learning.

Activity Overview

Part 1 (40 minutes)
A chime will sound at the end of each step.

Step 1) Each team member reads a section. Guiding questions will be provided. (15 minutes)
Step 2) Each team member, using guiding questions, discusses the information read with others at the same table (or a nearby table) who read the same section. (10 minutes)
Step 3) Share your learnings with your school team. (15 minutes)

Part 2 (20 minutes)
Participants will identify action steps to incorporate into their CIPs, rank their status on those steps, and identify data to assess the impact of those action steps on student achievement.

Part 1, Step 1
Each member of the team selects a section to read: Chapter 2, Chapter 3, or Chapter 4. As you read your section, think about these questions:

➢ What are the important points of this section?
➢ What are the implications of these for your campus improvement plan?

Begin.

Part 1, Step 2
• With those who have read the same section, from your table or a nearby table, discuss the important points of the section you read and the implications of those points to your campus improvement plan. You have 10 minutes.
• Begin.
Part 1, Step 3

- Return to your school team and share the important points of the section you read and the implications of those points to your campus improvement plan. Each team member has 5 minutes to share their learnings.
- Begin.

Part 2 The Campus Development Guides

- Participants will identify action steps to include in their campus improvement plans, rank their status on those steps, and identify data to assess the impact of the steps on student achievement. (20 minutes)

CIP Development Guide
Student Achievement

Chapter 2 — High Expectations with Support as Needed

Directions: Read the points from the chapter. Select and highlight one or two of the boxed items that could be translated into action steps in your Campus Improvement Plan. For each highlighted item, rank your school’s status. Enter the date or evidence that you used to determine your ranking. List additional data that need to be gathered and resources needed.

1. School believes all students can be successful in challenging learning environments

   - School provides support for all students, regardless of background, abilities, or behavior problems (CCSE, 2002).
   - Teachers and other staff demonstrate high expectations for learning, including students with disabilities (CCSE, 2002).
   - Students from all backgrounds and achievement levels have opportunities to develop the skills to meet high standards (Flanagan, 2000).
<table>
<thead>
<tr>
<th>Item 1</th>
<th>How is this item stated (or how would this item be stated in your Campus Improvement Plan)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank your school’s status on this item:</td>
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<td>What data did you use to make this ranking?</td>
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<td>What additional data need to be gathered?</td>
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<td>What additional resources and/or processes are needed?</td>
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<table>
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<tr>
<th>Item 2</th>
<th>How is this item stated (or how would this item be stated in your Campus Improvement Plan)?</th>
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<td>Rank your school’s status on this item:</td>
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