

SCHOOL PERFORMANCE AND ACHIEVEMENT QUICK START GUIDE FOR 2024-2025

Contact Sara.Saacks@hcps.org, North Star and School Performance Initiatives Coordinator, with questions, clarifications, and/or request for support.

FOCUS AREAS (GOALS)



Guiding Question for Goals: What do we want to accomplish?

- ✓ Annual (or multi-year) Goals ("big rocks")
- ✓ Academic Achievement
- ✓ Graduate Outcomes
- ✓ Learner Attributes Outcomes
- ✓ Lagging data (outcome or "hard" data)

Note: Goals for attendance and behavior can be addressed through a separate plan, such as Attendance, PBIS, Community Schools, and/or SST.

ACTION PLAN



Guiding Question for Action Plan: What will we do to accomplish our goals?

- ✓ Strategies, Processes, Schedules, Structures
- ✓ Supplemental Instruction (Intervention/Acceleration)
- ✓ Professional Development and Learning
- ✓ Family-Home Connections
- ✓ Culture and Climate

PROGRESS MONITORING



Guiding Question for Progress Monitoring: How will we measure adequate progress towards goals?

- ✓ Classroom-Focused Improvement Process (CFIP)
- ✓ District and School-wide common assessments (grade/department)
- ✓ SMART objective(s) within an interval tracking progress toward goal
- ✓ Data meetings and protocols
- ✓ Leading data (implementation data)
- ✓ Quantitative and Qualitative
- ✓ Surveys and Focus Groups
- ✓ Instructional Walk-throughs

HIGH SCHOOLS GRADES 9-12

FOCUS AREAS

Graduate Outcomes

- Goal 1: AP, IB, Articulated CTE Programs
- Goal 2: Dual Enrollment
- Goal 3: Industry Recognized Credential (IRC), Technical Skills Assessment (TSA)

PROGRESS MONITORING

Interval Leading Data Indicators

- Grade 9: On-track Credits
- Grade 10: CCR Status
- Grade 11: On-track Graduate Outcome
- Grade 12: Graduation Requirements and Graduate Outcomes

MIDDLE SCHOOLS GRADES 6-8

FOCUS AREAS

On-Track Towards CCR

- Goal 1: Reading
- Goal 2: Writing
- Goal 3: Mathematics/Problem Solving

PROGRESS MONITORING

Interval Leading Data Indicators

- Grade 6: iReady, Writing Assessments, Common Lit
- Grade 7: iReady, Writing Assessments, Common Lit
- Grade 8: iReady, Writing Assessments, course credits in Algebra I and World Language

ELEMENTARY SCHOOLS GRADES K-5

FOCUS AREAS

Learner Attributes Outcomes

- Goal 1: Reading
- Goal 2: Mathematics/Problem Solver
- Goal 3: Wellness: Behavioral Support*/Attendance* (based on data/need)

*If a Community School (CS), behavior and attendance goals can be addressed in the CS Plan.

PROGRESS MONITORING

Interval Leading Data Indicators

- K-Grade 1: DIBELS
- K: SNAP
- Grade 1: Math Benchmark Assessment
- Grades 2-5: iReady, Common Lit
- Behavioral: Referral, Discipline
- Attendance

KEY DATES & DEADLINES



➤➤➤ **Week of June 10-14, 2024: Following items will be shared via the Superintendent's Bulletin (administrators) and email (SPA facilitators/teachers specialists).**

- Key Dates for 2024-2025: Interval windows and submission dates, SPA Facilitators and Teacher Specialists PD-Work Session dates (aligned to the system PD and assessment calendar) posted on SPA SharePoint and invites sent to facilitators/teacher specialists.
- 2024-2025 SPA template: Posted in school folders on SPA SharePoint site.

➤➤➤ **Summer 2024 SPA Work Session (school-based)**

- Recommended* at least one school-based SPA work session(s) between June-August.
- Purpose: Review available data (end of year, trends, needs) to determine school priorities, or "big rocks", for the 2024-2025 school year.
- Create draft SPA Snapshot ("at-a-glance"): Based on the priorities, draft a SPA Snapshot of focus area goals, key summary/trend data the priorities were determined, and the critical actions to implement.
- **By Thursday, June 27: Please send your school's summer SPA date(s) to Sara.Saacks@hcps.org.**

➤➤➤ **Thursday, August 8, 2024**

- **DRAFT DUE FOR FEEDBACK:** SPA Plan Snapshot/One-Pager. Submit on SPA SharePoint site in School Folder.
- **DRAFT DUE FOR FEEDBACK:** School PD Calendar (examples: meetings for SPA Team and sub-teams, faculty, PLCs, Collaborative Planning, Grade-level/Department, Data Cycles/CFIP, etc.)
- **SIGN-UP FOR FEEDBACK:** Sign-up for a time to meet for feedback.

➤➤➤ **Thursday, August 22, 2024**

- **DUE:** SPA Plan Snapshot/One-Pager and School PD Calendar. Submit on SPA SharePoint site in School Folder.

*Note: TSI/CSI Schools SPA Teams are required to meet and utilize the SPA Summer Planning Considerations for TSI_CSI Schools. Questions and clarifications can be directed to Tammy.Bosley@hcps.org, Supervisor of Title I.

SCHOOL PERFORMANCE AND ACHIEVEMENT QUICK START GUIDE FOR 2024-2025

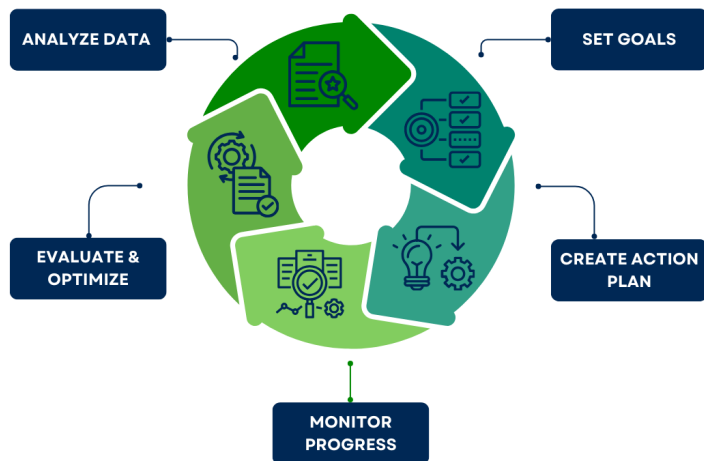
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SCHOOL PERFORMANCE AND ACHIEVEMENT

The Harford County Public Schools (HCPS) School Performance and Achievement (SPA) is an on-going cycle of continuous improvement aligned to the HCPS Board of Education priority of Student Achievement preparing students for academic success as a reader, writer, problem solver who is healthy and employable.

The purpose of the Quick Start Guide is to outline the logistics of the SPA process and plan requirements. Questions, clarifications, and/or request for support can be directed to Sara.Saacks@hcps.org, Coordinator, North Star and School Performance Initiatives.

SCHOOL PERFORMANCE AND ACHIEVEMENT: CONTINUOUS IMPROVEMENT PROCESS



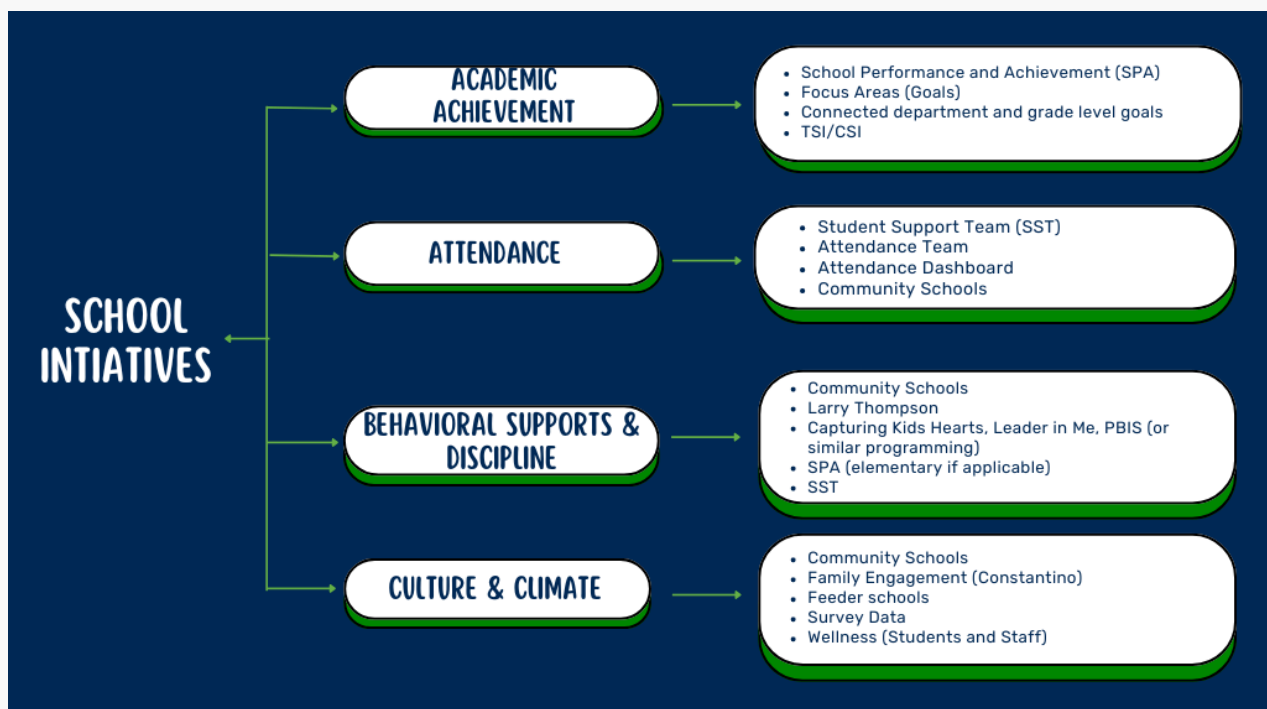
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GENERAL LOGISTICS

- ✓ HCPS SPA process follows a on-going cycle of continuous improvement allowing for real-time adjustments to occur based on performance data towards long-range goals with four intervals: Summer, Fall, Winter, and Spring.
- ✓ HCPS utilizes the Classroom-Focused Improvement Process (CFIP) for data analysis and protocols.
- ✓ Schools should engage in a regular cadence of on-going data meetings.
 - Full SPA team should meet at a minimum of once per interval.
 - Small sub-teams including but not limited to departments, grade levels, PLCs, attendance, SST, and/or goal teams should be meeting between the full SPA team meetings to monitor the implementation of of the SPA plan and align sub-team goals to the SPA goals.

COORDINATION OF SPA, PLANS, & TEAMS

Schools utilize a variety of strategies and initiatives outside of academics that support academic achievement while the SPA Plan primarily focuses on academic achievement. The chart below is a an organizational support tool to illustrate some of these initiatives.



SPA Team Members (all schools)
<ul style="list-style-type: none"> •Principal •Assistant Principal(s) •SPA Facilitator or SPA Teacher Specialist •Counselor •Department or Grade Level Chairs •PACE Liason and/or Community School Specialist •School-based curriculum/content teacher specialists or supplemental instruction teachers •Special Area representative •Special Education teacher lead/department chair

Additional Members (as applicable to individual schools)
<ul style="list-style-type: none"> •Behavior Coach •English Learner Teacher •Gifted and Talented Teacher •Instructional and Assessment Data Specialist (IADS) •Instructional Coach •Parent/Family Member representation* •Pupil Personnel Worker (PPW) •PBIS Coach •Psychologist •Social Worker •Student representation* •Title I Teacher Specialist

Including key staff members leading on the full SPA team that lead other connected school initiatives is beneficial as these initiatives impact academic achievement.

*Student and parent/family representation can occur in a variety of ways. Two examples are separate focus groups for feedback and input or as standing members of the full SPA team. Please keep in mind student data privacy requirements should the school elect to have a student and/or parent/family member as a standing member on the SPA team.

ADDITIONAL RESOURCES

- ✓ SPA SharePoint Site
- ✓ Sample SPA Snapshots
- ✓ TSI/CSI SPA Summer Planning Considerations
- ✓ OSCAR: HCPS Reports and Analytics (Dashboards)
- ✓ Multi-Tiered Systems of Supports for Student Success
- ✓ Classroom-Focused Improvement Process (CFIP) Sample Template
- ✓ HCPS Assessment Calendar
- ✓ HCPS PD Calendars
- ✓ SPA Key Dates