

Delaware • District of Columbia • Maryland • New Jersey • Pennsylvania



School and district leaders' role in organizing school business, finance, and operations systems to support school improvement

September 20, 2018

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Welcome

This Workshop is Designed to:

- ✓ Ensure equity in resource allocation.
- ✓ Strengthen capacities to organize resources (human – time and talent – and financial).
- ✓ Establish operational structures that support data-informed improvements.

Connecting Morning and Afternoon

Take a few minutes to gather your thoughts

Based on your school improvement plan and budget as well as the data you analyzed this morning, what is the desired state for your school this school year, next year and the year after?

Turn and talk to your neighbor about your desired state.

Leveraging business and operations

What are the ways that we can leverage business and operations to drive school improvement?

- **Planning:** aligning (identifying supportive) strategies to available resources
 - **Budgeting:** mobilizing and monitoring the use of resources
 - **Talent Management:** recruiting, selecting, and developing staff to meet improvement needs
 - **Time:** understanding how staff are spending their time with students; scheduling and ensuring that staff are devoting the majority of their time on improvement priorities
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Why?

Current research in the area of school finance indicates that:

- The way resources are used helps determine how well students learn.
 - A key component of implementing a plan is determining that adequate resources are available to support the implementation of the plan.
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Equity

Equality



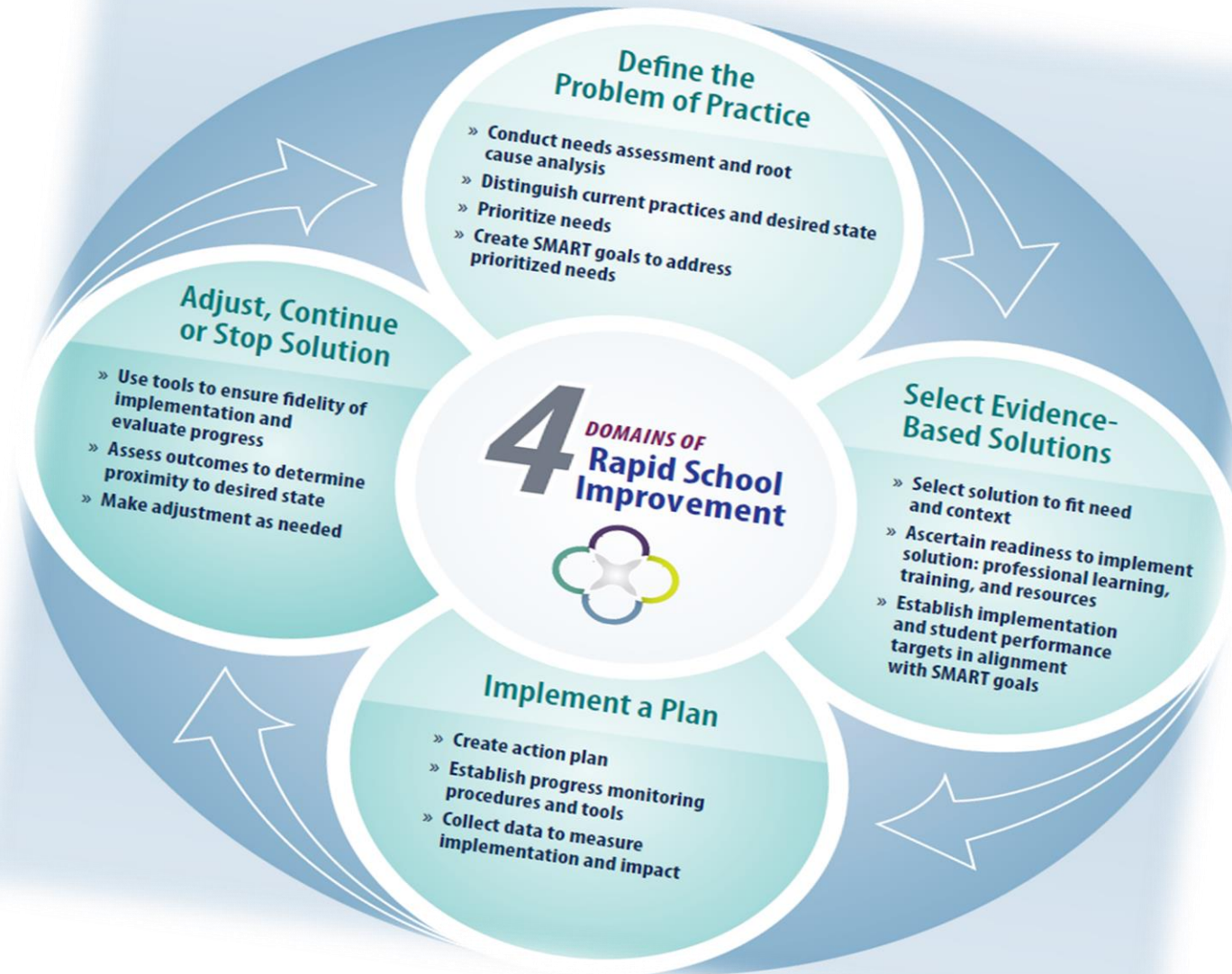
Equity



How?

**Maryland's Framework
for School Improvement**

MSDE Framework & Cycle of Continuous Improvement



Planning

Mission

What is your 'why'?

Goal

What is the desired outcome for students?

Strategy

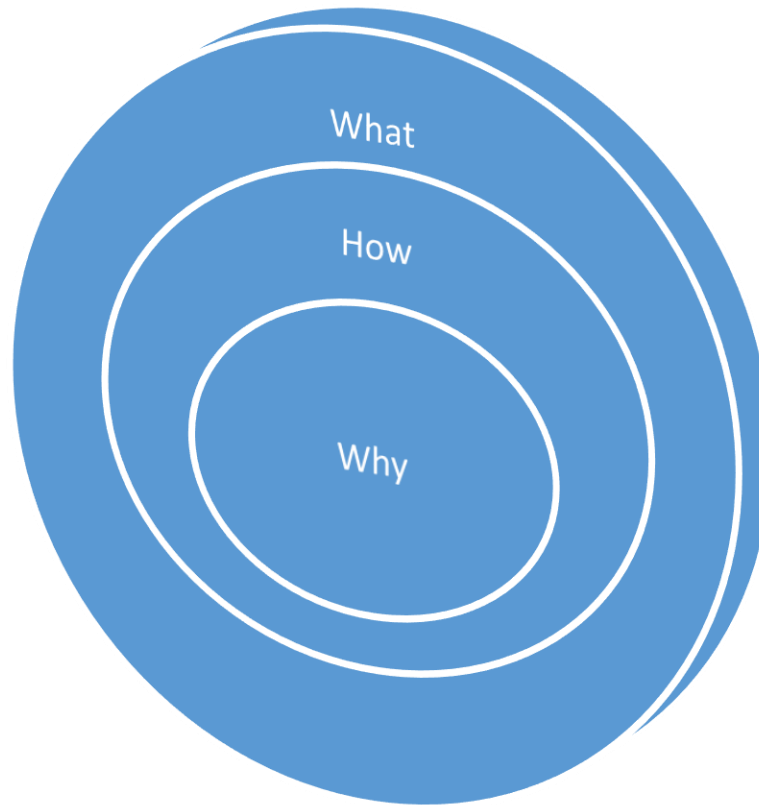
What is the theory of action? If ..., then ...

Metrics

How will you know when you get there?

Planning: Mission

What is our 'why'



Planning: Goal

To reach our desired outcomes for students – our goals need to be:



Planning: Strategy

What is our theory of action?

Two components

- If we do X
 - Identifies the actions or tasks that will be implemented that will impact the intended outcome
 - Keep it simple, e.g., name a single action or strategy that is aligned to the outcome
 - Then we will accomplish Y
 - Describe the outcome and how it will impact your targeted student group
 - Should be aligned to the goal in the previous step or a component of the goal
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Planning: Metrics

How will we know if we are progressing toward our goals?

How will we know if we have achieved our goals?

Formative	Summative
<ul style="list-style-type: none">• Allows for ongoing monitoring of progress towards a specific outcome• Includes tools that help those working towards the goal to adjust their approach and strategy to attain the outcome• Examples: observational data; reflection journals	<ul style="list-style-type: none">• Evaluate an outcome at the end of a determined period of time• Typically administered at a single point in time with the test standardized across all subjects• Examples: standardized test, end of course exams, final grades

Budgeting



Budgeting

Key Considerations

- *What are the positions (number of FTE) available for the school and what are their responsibilities?*
 - *Considering the priorities, what FTE will be dedicated to that priority? How are they spending their time?*
 - *What is the total cost associated with each FTE?*
 - *What is the total cost of compensation for all labor resources?*
- *What are the other, non-labor resources available to allocate to program priorities?*
 - *Considering the priorities, what non-labor expenditures will be dedicated to that priority? Who is monitoring those non-labor resources?*
 - *How are they aligned to the labor resources?*

Where can we *start*?

**Improvement Plan
Review**

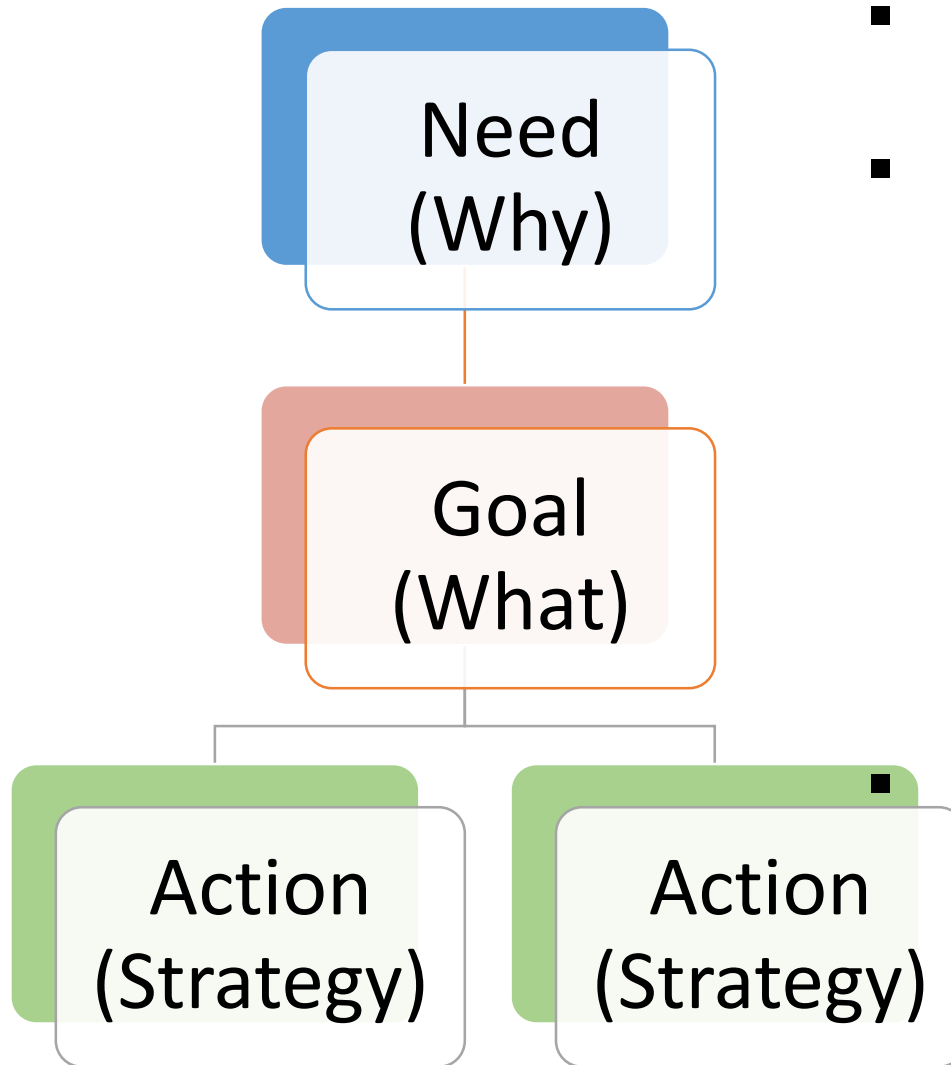
Why – How – What

- *Why?* Demonstrate how school improvement plan will address highest priority need
 - *What?* Review your school improvement plans to determine whether priorities are based on data; and if actions and resources are aligned to these priorities
 - *How?...*
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As a group, decide

- Pick a SMART goal that is common to your schools and aligned to a high-priority need (the *Why*).
 - In what ways is this goal about raising student achievement as evidenced in state assessments? In what way is it about long term improvement in student outcomes?
 - What actions would you change/put in place to achieve the goal?
 - To which domain(s) does this action step align? (Leadership, Talent, Instruction, Culture)
 - How should actions be sequenced over 3 years?
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School Improvement Plan Map



- Identify the most important need/goal.
- Using *Plan Map* template and sticky notes map the actions:

- Blue = Need (the why)
- Pink = Goal (the what)
- Green = Action (the strategy)

Designate year

As a group, make decisions

What resources do you need to attain this goal?

What issues may arise in allocating these resources?

How can you plan to address these issues?

Budget Hold ‘Em!

Go to: <https://www.erstrategies.org/hold-em-school-level>

As a team, you will identify resources to meet your school’s most urgent needs, while staying within your school’s current or reduced budget.

School Improvement Plan Map



Reflection: Ensuring Equity in *Outcomes* for *all* students

Does your plan....

1. Promote a positive, adult culture that aligns teachers around a shared instructional vision and measurable goals for student progress of ***all students***?
2. Build the capacity and leadership of teachers to identify *and* meet students' needs through differentiated roles and leadership opportunities?
3. Leverage time, staff capacity, class size, technology, and community partners to reallocate resources to the neediest students?

Wrap-up and survey

For further information

Access further support online:

<https://www.marylandresourcehub.com/>

Visit the REL online:

<https://ies.ed.gov/ncee/edlabs/regions/midatlantic/>
