

# Executive Summary

## Prepared for Board of Trustees Meeting 2/13/2007

### Campus Improvement Plans

---

#### Purpose of Report

“The call and need of a new era is for greatness. Tapping into the higher reaches of human genius and motivation requires leaders to have a new mind-set, a new skill-set, and a new tool-set.” (Covey, 2006, p. 1) The purpose of this report is to give a brief over view of the work the Campus Leadership Teams and the Curriculum and Instruction Leadership Team are doing in the direction of crating a clear and compelling purpose for higher student achievement and aligning systems for measurable results. This district team is working toward a Campus Improvement Plan (CIP) that is a living-working document. The CIP will reflect terminology used in the Leadership: Great Leaders, Great Teams, Great Results staff development offered by Franklin Covey in which Ms. Happy Carrico, Mrs. Vicky Christenson and Mrs. Mary Helen Martin are certified trainers.

#### Objectives

- To create a clear team purpose which answers three questions: 1) What is the specific job your “customers” are hiring you to do? 2) How does your team connect with the organization’s mission and strategy? 3) How does your team contribute to the school improvement model of the organization?
- To execute on the four systems that are essential to success: 1) Focus on the Wildly Important Goals 2) Act on Lead Measures 3) Keep a Compelling Scoreboard 4) Create a Cadence of Accountability.
- To develop a CIP that is a working document and identifies no more that 3 Wildly Important Goals (WIGS) and Lead Measures that will be acted upon to insure increased student achievement.
- To modify the CIP timeline in order to build a document that can be implemented with the latest data available.
- To create a CIP that identifies Lead Measures and how these Lead Measures will be funded using all budgets available to campus.
- To create a budget process for Lead Measures that cannot be funded through available budgets.

#### Operational Impact

In order for this process to work, all members of the district should be staff developed in creating and executing on WIGS and Lead Measures.

# Executive Summary

Prepared for Board of Trustees Meeting 2/13/2007

## Campus Improvement Plans

---

### Timeline for CIP's and Budget Requests

- ❖ February 5th .....Budget Forms/Process (Special Requests)
- ❖ March 16<sup>th</sup> .....Final due date for special requests
- ❖ April 25<sup>th</sup> .....Draft CIP's due to Roger /Jamie
- ❖ September 14<sup>th</sup> .....FINAL Revisions of CIP's due to Roger/Jamie
- ❖ September 25<sup>th</sup> .....Elementary Board Presentations
- ❖ October 9<sup>th</sup> .....Secondary Board Presentations

### Results

- Insure each campus meets 3 out of 3 WIGS for the 2007-2008 school year.
- Treat people as a whole so they volunteer their highest efforts and energies toward accomplishing their team's goals.
- Develop a specific-aligned process for success and a data-based action plan.
- Create a new paradigm for leading in the Knowledge Worker Age.

### DISD Campus Improvement Plan Glossary

This glossary was used during the administrators' staff development and planning sessions.

1. **Cohort Group** – Refers to the same group of students who were given the same test and followed over time to look for growth.
2. **Evaluation, Formative** – Formative evaluation is a method of judging the worth of a program while the program activities are forming or happening.
3. **Evaluation, Summative** – Summative evaluation is a method of judging the worth of a program at the end of the program activities. The focus is on the outcome.
4. **Intervention** – Activities/Program used for at-risk students following a lack of success on a standard testing measure.

# Executive Summary

## Prepared for Board of Trustees Meeting 2/13/2007

### Campus Improvement Plans

---

5. **Lead Measures** – Critical activities if done with excellence will have the greatest impact on results. Leads have 4 components: (1) predictive of future results, (2) are influenceable weekly, (3) are connected with the 80/20 activities that drive results, (4) are more difficult to measure.
6. **Needs Assessment** – Campus needs would be based on data from TAKS, ELI, Drop-out Rates, Graduation Rates, AEIS Reports, etc. The needs assessment would provide the basis of campus WIGS, Leads, and all other components of the Campus Improvement Plan.
7. **Prevention** – Methods/programs/strategies employed to reduce percentage of student failures before they are identified by standard testing measures.
8. **School Improvement Model** – Components that make up a balanced School Improvement Model include: Needs Assessment, Resources/Materials, Evaluation (Formative/Summative), Curriculum, Parent Involvement, Staff Development, Communication, Instruction, and Planning.
9. **Trend Data** – The study of historical data to determine strengths and weaknesses of programs, strategies, materials, instruction, or staff development.
10. **WIGS** – Wildly Important Goals (WIGS) are the vital few goals that must be achieved to fulfill the purpose, or nothing else you achieve really matters much. A well-crafted WIG should meet the following standards: (1) specific and clear, (2) explicitly linked to purpose, (3) plain language, (4) bite-sized chunks, (5) measurable, (6) deadline-driven.

Attached you will find a draft/sample of a CIP.