Putting the Pieces Together!

Scholar Centric  GUA  SREB
Continuous School Improvement Process

Do
Implement Plan
Monitor Plan
Evaluate Plan

Gather
Get Ready
Collect School Data
Review Previous Trainings

Plan
Establish Meetings
Develop Activities and Timelines

Study
Analyze and Reflect on Data
Set Goals
Set Measurable Objectives

Gear Up Alabama Goals
Graduation Tracking

- Attendance
- Behavior
- Grades
Thank you for choosing ACT Aspire as your local student assessment program. This site includes resources and links that will help you learn about, prepare for, and deliver the ACT Aspire assessment.

Training and Manuals

Click here for step-by-step instructions for interacting with Organization and SDU files, PNP and test session set-up, authorization tickets, accommodations, paper test material handling, manuals, training videos, and an interactive calendar of training events.

Exemplars

Click here to access ACT Aspire sample test questions for all grades and subjects. Give educators and students the opportunity to interact with the TestNav computer-based testing platform prior to a live testing experience.

Technology Set-up

The ACT Aspire assessment is comprised of several technology based components that work together to deliver test content to students. Information and resources for SystemCheck, ProctorCache, TestNav 8, and general technical help documents can be found by clicking the link above.
Training Manuals and Videos

ACT Aspire Portal

The ACT Aspire Portal is the secure site where you will perform administrative tasks associated with setting up and delivering the ACT Aspire assessment.

ACT Aspire Exemplar Items

Click here to access ACT Aspire sample test questions for all grades and subjects. Give educators and students the opportunity to interact with the TestNav computer-based testing platform prior to a live testing experience.

Reporting Resources

Click here to view links to reporting samples and resources.

Technology Resources

The ACT Aspire assessment is comprised of several technology based components that work together to deliver test content to students. Information and resources for SystemCheck, ProctorCache, TestNav 8, and general technical help documents can be found by clicking the link above.

News

Click here to stay up to speed on ACT Aspire Technology and Program bulletins and communications.
Avocet
http://actaspire.avocet.pearson.com

- Indexed and searchable list of manuals, guides, checklists, and more.
- View portions of manuals and resources online, download local copies, or print.

Visit Avocet

Training Management System
https://actaspire.tms.pearson.com

- Bite sized training modules covering a variety of subjects and topics.
- Topics cover both summative and periodic assessments.
- Modules are self-paced and content is searchable.

Visit TMS
Training Videos

SUMMATIVE DATA ORIENTATION: GRADES EHS ENGLISH
Length: 13 minutes
This training provides educators with a foundation for understanding the Summative Score Reports. This video focuses on Grades Early High School English information, including reporting categories, content descriptions, ACT Readiness Benchmarks, and much more.

SUMMATIVE DATA ORIENTATION: GRADES 3-5 MATH
Length: 21 minutes
This training provides educators with a foundation for understanding the Summative Score Reports. This video focuses on Grades 3-5 math information, including reporting categories, content descriptions, ACT Readiness Benchmarks, and much more.

SUMMATIVE DATA ORIENTATION: GRADES 6-7 MATH
Length: 21 minutes
This training provides educators with a foundation for understanding the Summative Score Reports. This video focuses on Grades 6-7 math information, including reporting categories, content descriptions, ACT Readiness Benchmarks, and much more.
www.actaspire.avocet.pearson.com

Accessing Reports (CBT & PBT)

Accessing Summative Reports

Objective: Users with the Administrator, Test Coordinator, and Educator roles are able to access Summative reports. These reports are posted to the ACT Aspire Portal per the reporting schedule. These reports include the Individual Student Report (ISR), Student Performance File (SPF), and Subject and Skill Proficiency reports. Dynamic teacher/group reports are also available for subnets of students. Below are step-by-step instructions for accessing Summative Reports.

Please note: The Educator/Group reports are available online only in dynamic HTML format; for printing purposes, a screenshot of the report can be pasted into a Word document.

Users with the Educator user role may only see student data for students with whom they are associated.

To associate a teacher with a student in the ACT Aspire Portal, please follow the steps below.
1. Navigate to a student’s Student Profile page via the “Find Students” functionality, or by clicking on a student’s name in a test session.
2. Select the “Teachers” tab on the student’s Student Profile page.
3. Click on the “Select Teacher here” field to open a list of available teachers that may be
Writing SMART Goals

S - Strategic and Specific
M - Measureable
A - Attainable
R - Results Oriented and Relevant
T - Time Bound
Is This a SMART Goal?

Sixth grade students will meet or exceed the state average in reading as measured by the 2016 ASPIRE test.

YES it is!
Is This a SMART Goal?

80% of our 8th grade students will complete their homework which will raise their achievement levels to meet or exceed state averages.

No, it is not.
It is tied to their homework.
It’s Not about the Pieces, but How they Work Together!
Increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students.

Increase the academic performance and preparation for postsecondary education for GEAR UP students.

Increase the percentage of GEAR UP students who enroll in and succeed in postsecondary education.

Increase the preparation of the project teachers and staff to teach and serve GEAR UP students.

It’s not about the pieces but how they work together!
Group vs. Team

A collection of educators does not truly become a team until they must rely upon one another (and need one another) to accomplish a goal that none could achieve individually.

In high-performing teams, members hold each other accountable. Everyone carries his or her own weight (Blanchard, 2007).
An anthropologist proposed a game to the kids in an African tribe. He put a basket full of fruit near a tree and told the kids that who ever got there first won the sweet fruits. When he told them to run they all took each others hands and ran together, then sat together enjoying their treats. When he asked them why they had run like that as one could have had all the fruits for himself they said: "UBUNTU, how can one of us be happy if all the other ones are sad?"
Coaching is a profession of love. You can’t coach people unless you love them.

Eddie Robinson
Head Football Coach,
Grambling University
# Top Motivators

<table>
<thead>
<tr>
<th>Managers</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good Wages (#5)</td>
<td>1. Appreciation (#8)</td>
</tr>
<tr>
<td>2. Job Security (#4)</td>
<td>2. Feeling “in” on things (#10)</td>
</tr>
<tr>
<td>3. Promotion Opportunities (#7)</td>
<td>3. Understanding attitude (#9)</td>
</tr>
</tbody>
</table>

SREB/Judy Frank
Active Listening

The word "LISTEN" in Chinese

Ears

Eyes

One - Undivided attention

King

Heart

The JOY care Leadership
Stages of Team Development

Orientation Stage--------- Forming
  Testing
  Polite
  Impersonal
  Watchful
  Guarded
Stages of Team Development

Dissatisfaction Stage------Storming

Infighting
Controlling Conflicts
Confronting People
Opting Out
Difficulties
Feeling Stuck
Stages of Team Development

Resolution Stage---------Norming

Getting organized
Developing Skills
Establishing Procedures
Giving Feedback
Confronting Issues
Stages of Team Development

Production Stage-------------Performing
Mature closeness
Resourcefulness
Flexible
Open
Effective
Close and Supportive
Forming, Storming, Norming and Adjourning
Develop Team Norms
The Standards Of Behavior by Which We Agree To Operate While We Are In This Group

“All those in favor say ‘Aye.’”
“Aye.”
“Aye.”
“Perish the thought!”
“You’ve got to be kidding!”
“Say it ain’t so!”
“Heaven forbid!”
“No! No! A thousand times no!”
TIPS for Team Norms

• Each team establishes its own norms.
• Norms are stated as commitments to act or behave in certain ways.
• Norms are reviewed at the beginning and end of each meeting until they are internalized.
• Less is more. A few key norms are better than a laundry list.
• Violations of norms must be addressed.
How to Prioritize Issues

What does this data tell us?
What does it not tell us?
What good news is there here for us to celebrate?
What needs for school improvement might become known from this data?
Let’s Practice!

1. Choose two pieces of data from your TAV report (Ex. 66% of all classroom observations were at the recall level and there was no evidence of lab based science.)

2. Discuss questions listed in Tool Kit under Focus.

3. Individually complete the Rating Form for Prioritization Worksheet for each item.

4. As a group rank the priority.
The 5 Why’s

Woke Up Late

Why? The alarm clock did not go off.

Why? The time reset to 12:00am.

Why? The alarm clock lost power.

Why? Backup battery not installed.

Why? We did not have one.
Effective Efficient Meetings
Time and Consensus

Time

What Exists
What is Possible

Running Efficient Meetings
Prior Agendas

Coming to Consensus
Leaving with a purpose
Effective Time Efficient 30 Minute Meetings

Before the Meeting
• Agenda
• Responsibilities

During the Meeting/Timed
• Strategies that Worked
• Challenges
• Solutions
• Action Plan

End of Meeting
• Leave with tasks and timeline
Don’t Be This Team!
• Identify your district's goals for the 2015-2016 School Year
• May be more than one

• Identify the appropriate Gear Up Alabama Goal to support the District Goal

• For each Goal select an activity to support that goal
  • Activity Description
  • Activity Type
  • Person Responsible
  • Timeline

• Resource Name
• Funding Source
• Actual Amount

• What went well?
• What obstacles had to be overcome?
• How do you know?
• Document as much information to assist future teams
Action Plan Template

What will be done?
Who will do it?
When will it be done?
What resources are available/needed?
What are potential barriers?
How will we communicate this?
<table>
<thead>
<tr>
<th>District/School Goals</th>
<th>Gear Up Goals</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a rigorous and relevant curriculum that produces college and career ready students.</td>
<td>Increase the percentage of students who enroll in and succeed in post secondary education.</td>
<td>Department teachers will plan and chart their questions according to DOK level for each unit of study ensuring that 50% of the questions are at level 3 or above. Use student resiliency data and provide interventions to those in the “Yellow” category so they feel connected to school.</td>
</tr>
</tbody>
</table>
You are a piece of the puzzle of someone else's life. You may never know where you fit, but others will fill the holes in their lives with pieces of you.

Judy Frank
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407-760-3377