2020-21 Every Student Succeeds Act
Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Exeter Unified School District	Melanie Stringer, Ed.D. Deputy Superintendent	mstringer@exeter.k12.ca.us (559) 592-9421

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Kaweah High School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
The LEA has worked with the Tulare County Office of Education (TCOE) to support Kaweah High School in the development of their CSI plan. Prior to the process starting with the LEA and TCOE, Kaweah took information about dashboard results to their School Site Council (SSC) in the Spring of 2020 as they developed the School Plan for Student Achievement (SPSA) and set goals for student learning. The SSC team also is part of the CSI team (4 SSC members are also part of the CSI team) and has been part of the needs assessment process and involved in selecting the evidence based planning for the improvement plan. Following the approval of the SPSA, Kaweah began a more detail process to incorporate a CSI plan and the steps that occurred in the process thus far and also the next steps. First Session: September 8, 2020 Deputy Superintendent meets with Kaweah Principal and reviews the CSI process and steps to create a plan for improvement. Second Session: September 22, 2020 Kaweah Team met with the District office to understand the CSI process and take the FIA assessment. This assessment was part of the SWIFT guidebook and was something that the Deputy Superintendent had used in another district for improvement of systems. The assessment was administered and team (Principal, Teacher, Counselor and Support Staff) calibrated and discussed each domain and question. Following this session, the Deputy Superintendent reached out to the County office for support as the assessment did not support the team to really evaluate their system like desired for improvement. Third Session: October 8, 2020 Kaweah Team now added the Deputy Superintendent and was facilitated by County Office Coach. The Improvement Science Coach started the session with learning about improvement science and focused on W. Edwards Deming's quote about how "every system is perfectly designed to get exactly the results that it gets" and therefore the importance of viewing the system at Kaweah High School. In order to investigate the problem we went through the FIA assessment results and used the Multi-Tiered System of Support framework and discussed evidence of strengths and opportunities in the eight domain areas: Strong & Engaged Site Leadership, Strong Educator Support System, Fully Integrated Organizational Structure, Strong & Positive School Culture, Trusting Family Partnerships, Trusting Community Partnerships, Strong LEA/School Relationship, and LEA Policy Framework. From this point, we then delved deeper into the results of the FIA. Looking at the areas we were Laying the Foundation, Installing, Implementing, and Sustaining Implementation. As a team, 3.2- Academic Instruction and 2.1-Educator Coaching and Learning were identified as the top chosen priorities through spend a dot and hand signals of 1-5 (Detrimental to All in). We began a process of resource mapping and looking at what is going well at Kaweah based on data from assessments and also from data in their School Plan for Student Achievement.

Fourth Session: October 27, 2020
Kaweah Team met and reviewed the priority selection from the FIA. The focus became on the domain of Administrative Leadership in the area of Strong Educator Support System. We reviewed the MTSS placemat and the areas of strengths in and opportunities in this area. Discussion was centered around the need for more instructional coaching for teachers and also coaching for Principal in the area of Instructional Pedagogy. We then started the process of developing and AIM or what we wanted to improve or accomplish during this process in this system. The first draft of the AIM was, "At Kaweah, we want to increase student learning for all students by looking at each students' individual strengths and needs." We then discussed how we create a theory of improvement and how change leads to improvement through Plan, Do, Study, Act cycles. We discussed Aims (What we are specifically trying to accomplish), Primary Drivers (The What), Secondary Drivers (The Where), and Changes (Specific work practices or interventions) which include the PDSA cycles. For Kaweah this theory of improvement looked like:
Aim: Increase student learning as measured by STAR Assessments and Interim Assessment Blocks (IABs) in ELA and Math.
Primary Drivers: Student & Staff Connections, Academic, Data
Secondary Drivers: Staff and Students, Learning Model and Universal Design Learning, Engagement and Behavior
Change Ideas: Positive relationships between students and staff, SEL, Mindfulness, Student Check-ins, Choice Boards, STAR, Blended Instruction, Variety of text options, Engagement Strategies, Inquiry, Walk throughs, Data chats/Goal Setting, Discipline data

The process was broad so that we would not be focused on solving problems rather observe all data so that we don't miss out on any perspectives.

Team Decided at this point to take Theory back to other stakeholders. Kaweah Team had a staff meeting on October 28, 2020 with all staff members and conducted a prioritization matrix with all of the change ideas. Discussed high impact and low impact when it came to increasing student learning and also whether the change was going to be easy or hard. This matrix was brought back to the next session. The teacher team member also met with the leadership students and involved them into this discussion.

Fifth Session: November 10, 2020
The Kaweah Team brought back the matrix and change ideas that staff had worked together to focus on for the PDSA cycle. This session was focused on creating Action Steps and really identifying a plan for improvement and action steps.
The focus was as follows:
If we want to increase student learning for all students by looking at each students' individual strengths and needs, then we need a variety of academic strategies based in a pedagogy called Universal Design for Learning (UDL) and one strategy to learn how to utilize to increase student engagement is choice boards.
What are we trying to accomplish? Increasing student learning for all students by looking at their individual strengths and needs
What drivers are involved? Academic Strategies
What changes will lead to an improvement? Using Choice Boards, A UDL strategy

Action Steps:
Do not call it UDL rather: Engagement/Inquiry Strategies

STAR Reading/Math Assessments purchase and administer in January as the measurement tool for pre-test

January 5 on Engagement/Inquiry Strategies and select one strategy to implement in classrooms (choice boards).

Measuring: Walk Throughs (Measure Implementation of UDL strategies ie. Choice boards and coaching instruction (Darin/Melanie/Jenn)), Student surveys-engagement levels pre and post (Darin/Eli); STAR Math/Reading (MyOn; Freckle) scores (Christine, Darin)

Action period: Training in January (January 5)
PreAssessment of STAR Reading & Math
PostAssessment in week of March 22-26
Then last assessment in May 2021

Walkthroughs/Zoomthroughs – End of January-Beg of March

Other learnings:
Understand UDL Guidelines: Look into trainings available, read about UDL, CAST Website, Calibrate Choice Board examples for staff, Success Criteria for Walkthroughs Surveys- February with students regarding interest and level of engagement

CSI cycle Check-ins Jan, Feb, March, April

Stakeholder groups involved in the process:
Students (Collected insight through surveys by student leadership class)
Parents (Community Liaison called parents, Worked with SSC team)
Community (Community Liaison and partners in the community)
Teachers (Staff meetings and PLC meetings)
Counselor (On the committee)
Administration (On the committee)
District Office (On the committee)
County Office (Mentor and reference agency for support and ideas)

Stakeholder feedback was utilized in both the resource mapping and prioritization of AIM/change ideas.

The incorporating of goals, improvement plan, and review of data will be ongoing as it is also part of the SPSA, WASC process, and also Model school process that Kaweah has been engaged with.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

The LEA will work with the County Office to continue with the CSI cycle check-ins as established in: January, February, March, and April. During these monthly check-ins the LEA will support Kaweah with evaluating their action steps as planned and review data collected.

Data that will be collected:
1. STAR Reading and Math Data (January, March, May)
2. Student Surveys (February)
3. Walkthroughs/Zoom Through Data (January/February)
4. Team Meetings and Feedback on process

In the pre-planning process, the Kaweah team developed the following measurement strategy:
How will you know to what degree you are accomplishing the AIM (Increased student learning)?
1. IABs and/or STAR Data (Can look at data reports pulled by the counselor in March and May)
2. Increased Student Work and Quality work (Teacher feedback in team meetings, Walkthroughs and/or Zoom throughs)
3. Higher scores on assessments which equates to higher grades (Data pulled by the counselor in February)
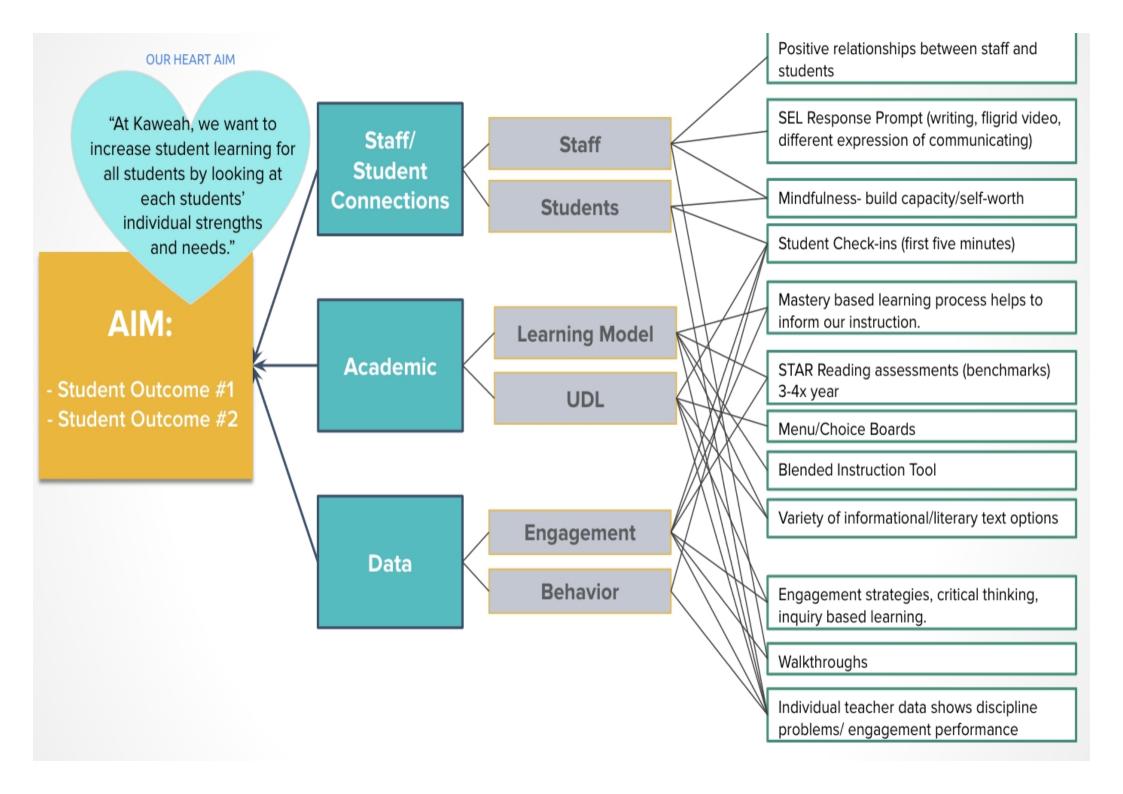4. Student surveys (This will be collected by Leadership class)

How will you know when these move?
1. Increased Scores
2. Student participation
3. Teacher uses strategies

How will you know when these occur and are effective?
1. Walkthroughs/Zoomthroughs
2. PLC team meetings/Data chats
3. Quality assignments are turned in

Further work to occur as we continue in the improvement process with CSI. SSC Agendas will continue review the data at each meeting, as it is a standing agenda item. Data will be shared regarding IAB/STAR assessments, Walkthrough/Zoomthrough observations/coaching, and survey information with the SSC team. Feedback from the SSC will be shared with the CSI team ongoing as both teams are comprised with more than half of the same individuals as the school site team.

Our Theory for Improvement

What are you trying to accomplish?

increase student learning for all students by looking at each students' individual strengths and needs

What drivers are involved?

Academic Strategics

What changes will lead to an improvement?

UDL Choice Board