Using the School Improvement Plan for Program Advocacy

School Counselors: A Voice for Students
2014 Georgia School Counselors Association

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Guiding Questions

- What is a SIP?
- Why does the SIP matter?
- How does the SIP connect with CGCPs?
- What’s this have to do with advocacy?
- What might this look like at my PK-12 site?

Doris Brown Heritage

14 US Track titles
5 World Cross Country titles
Competed in multiple Olympics
Coached multiple Olympic teams
What is a SIP?

- School Improvement Plan
- 2002 NCLB

“No Child Left Behind requires each state to define adequate yearly progress for school districts and schools, within the parameters set by Title I. In defining adequate yearly progress, each state sets the minimum levels of improvement—measurable in terms of student performance—that school districts and schools must achieve within time frames specified in the law. In general, it works like this: Each state begins by setting a “starting point” that is based on the performance of its lowest-achieving demographic group or of the lowest-achieving schools in the state, whichever is higher. The state then sets the bar—or level of student achievement—that a school must attain after two years in order to continue to show adequate yearly progress. Subsequent thresholds must be raised at least once every three years, until, at the end of 12 years, all students in the state are achieving at the proficient level on state assessments in reading/language arts and math.”

From http://www2.ed.gov/nclb/accountability/schools/accountability.html#q

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NCLB Trigonometry

Trickle-Down Theory

- Federal Government
- State Government
- LEA/School District
**SIP Content Areas**

- **Non-Negotiables**
  - Reading & Math
- **Additional Academics**
  - Writing, Science, etc.
- **Other**
  - Welcoming Environment/Diversity
  - Safety
  - On-Time Graduation
  - Attendance
  - Title I Plan Integration

**Driving the SIP**

- NCLB
  - Reading
  - Math

**WA State Guiding Template**

[Image of the guiding template]
Paperwork Burden Statement

“The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.”
Georgia NCLB Waiver

- March 30th, 2012
- Change from binary met/fail to “Priority, Focus, Reward” & “Alert” schools
- Change from AYP to achievement data from all core content areas (e.g. English/language arts, mathematics, science, and social studies), attendance & graduation rate


Why Does the SIP Matter?

- Federal Mandate
- Funds (i.e., Title I)
- Vision
  - Guiding Document for Staff
  - Shelf-marker or living document?
- Advocacy
  - Principal Evaluation
  - SIP is the “New Data”
  - ESEA/NCLB Waiver Requirements

How does the SIP Connect with CGCPs?

- SIP Content Areas
  - Math
  - Reading
  - Writing
  - Science
- Other Areas
  - Community
  - Environment
  - Safety
A Starting Idea

- School-wide deficit in Science area of “Systems”
- SIP identified supporting activities

- Classroom Guidance Lessons
  - Primary
    - Reinforce vocabulary and GLAD TPR
  - Intermediate
    - Providing social situations as a context
SCCPSS CTAE Alignment: ES Level

- Using crosswalking tools (e.g., templates) to align standards guiding CGCPs:
  - CTAE Career Clusters
  - GA Best Soft Skill
  - ASCA Standards

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Connecting CGCP to the SIP

**PROs**
- Intentional activities
- Aligned with site mission (SIP)
- Accountability
- Advocacy

**CONs**
- Lots of work
- Correlation ≠ Causation
- Who cares?
- No fanfare
What’s this have to do with Advocacy?

- Systems-theory perspective
- RTI perspective

What’s this have to do with Advocacy?

- Reframing the question: Is it worth it? into

  How do I **make it** worth it?

What might this look like?

1. Think of one aspect of your CGCP that you’re proud of; one aspect that’s running great.

2. Review the list of potential SIP goals.

3. How could you connect that one aspect of your CGCP with a SIP goal?
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**POTENTIAL SIP TOPICS**

- Increase parental involvement
- Develop & deliver CTAE Career Clusters curriculum
- Increase On-Time Graduation
- Create after-school tutoring
- Engage students in weekly writing prompts
- Engage students with STEM examples in real-world settings
- Increase enrollment in AP courses

What might this look like?

*and arguably the most important question...*

4. How might you use this alignment for advocacy?

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