I. **Introduction – Dr. Faya Paul – SDE Division Director**
II. **GOSA Leadership Academy CSI Principal Cohort – Stacey Lutz**
III. **AdvanceED – Mr. Greg Arnsdorff – Georgia Director**
   A. Discussed "Ignite and Sustain Transformational Change" – Shared a story of how a district evolved in the SI process
   B. Examines a Four-Step process for change

IV. **Keynote – Dr. Stephanie Johnson – Deputy Superintendent for School Improvement**
   A. Equity, Access, and Opportunity for ALL
   B. Vision – What we envision for Georgia's future: Quality leadership resulting in effective instruction . . .
   C. Mission: Our Strategy: To provide a superior system of statewide support to districts and schools in Georgia . . .
   D. ESSA – What is the difference between ESSA and NCLB? The biggest difference is a shift to more collaboration; ESSA focuses around Equity
      1. Increase awareness of expectations and . . .
      2. Should be more "Coaching Up" and helping people get better and must have sustainable change
      3. GA Systems of Continuous Improvement – Need to understand the Why, How to Improve, and What District/School Improvement needs to take place
      4. Transforming Our Agency – Breaking Down Silos, Fostering Collaboration! Look at our districts to determine what silos exist in your district. Aligned and cohesive approach to service and support with SDE
      5. Continuous Improvement Teams (CIT) – Cross Functional Approach to Continuous Improvement
      6. Tiered Supports – Based on tier, resources are available: Tier I – Universal, Tier II – Targeted, Tier III – Comprehensive, and Tier IV – Consistently failing
      7. RESA Support – ELA Specialist, Wraparound Coordinator, Climate Specialist, SLDS Support, and of course SI Specialist
      8. Data – Bring it to life. We don't need data that we don't use!
      9. SI Funds - $75,000; But it isn't about the money, but about the implementation. How do I get the biggest bang for our buck? What grants can we write on top of these funds to get the "biggest bang"? If the money doesn't go to provide support for requirements like GMAS, etc. then why use it? No fluff here!
      10. Evidenced-Based strategies must be implemented and utilized; ESSA Section 8101 (21)
      11. SOAR Framework – Strengths, Opportunities, Aspirations, and Results; Get "On the Horn" and tell your story! Hedgehog vision must come into play (according to Jim Collins). Aspirations help us innovate!

12. Vision – Starts with Strategic Planning – Get it organized! Need folks who get that "Hedgehog" vision; If people aren't on your team, they don't need to be there!; Plan with parents and community members; Put the difficult folks in charge of committees and "Make the Mission Possible"; Must create opportunities for students; Obtain student buy-in by hosting a "Town Hall" meeting for them
13. What is a Theory of Action? University of Washington has been working on this; What is going on with student learning? Master schedules should be built around them! What does your observation and feedback cycle say about what is going on in your school? Are you teachers teaching on grade level? What are they doing that impedes student learning? Process: External Support, Central Office, Principal, Teacher, and then Student but begins with the Student and works up to External Support; Central Office must provide a guaranteed and viable curriculum! Must start with this for sure! If we hold folks accountable first in External Support, then it will the remaining processes should fall into place; When do we begin to hold one another accountable? This theory removes excuses and blame and holds every adult responsible for student achievement. Under ESSA we are **ALL** accountable.
14. Logic Model (utilizing a theory of action) means a well-specified conceptual framework that IDENTIFIES KEY COMPONENTS of the proposed process, product, strategy, or practice and DESCRIBES THE RELATIONSHIPS AMONG THE KEY COMPONENTS and outcomes, theoretically and operationally. Create logic models to address priorities (ref. Logic Model Example) Go in with accurate data and transparency, not blame. What are our inputs, action steps, outputs, and outcomes? At end of this process a school should grow in academic progress.
15. School and District Reviews – Provide Status Reviews, GSAPS, GDRP, and SDE Self-Monitoring
16. SI Priorities – Tiered Supports to Build School and District Effectiveness, GADOE SDE/Georgia RESA Partnership to Unify and Increase Capacity, etc.
17. Working Together the Mission is POSSIBLE!

V. SLDS – Hubert Bennett

A. Tracking Data Trends – This tool is a work in progress and should be finished very soon; It will assessment data, attendance data, and discipline data and will hopefully be rolled out very soon and will be under the "School Improvement" tab; Looks at things too like school proficiency and can drill down to the school level and perhaps even the student at some point; GaDOE may get this out even without discipline data so that districts have it as reference for working on SI plans
B. Examination of Various Tabs (SLDS began in 2010 – 12 years of data are in SLDS)
   1. SLDS Parent Portal Support
   How many districts have this portal turned on? Parents can see a lot of data on their children. Some districts may not have this turned on through their SIS.
   2. TRL Link – Over 30,000 digital resources aligned to standards from Khan Academy to SAS; generally, a teacher tool, but administrators can access it

3. GOIEP – Absolutely Free for districts to use! This is highly compliant, it isn't perfect, but it is built by special education and has higher levels of compliance
4. Usage Reports – Used to make sure teachers were getting the clicks! The half point bonus points went away in CCRPI. So, why would we use it now? Can look at how many parents and students are accessing SLDS. And even principals and assistant principals. (82 million hits on SLDS two years ago when bonus points could still be earned and last year it was 94 million hits! Wow! And will probably hit about 150 million this year)
5. IIS Dashboard
   a. The SLDS department will provide a two-hour training on this dashboard
   b. This is a hands-on experience to do a "Query" in a matter of minutes; this gives folks the knowledge to use it effectively
6. Growth Model
   a. Generally, data is lagging here
   b. SLDS puts data in as soon as they receive it
   c. FYI – FERPA is in place and can affect transient students
7. LA Status
   a. MAP/Renaissance learning data can be uploaded and viewed with GMAS data
   b. Contact Robert about this if you have any questions
8. PD Tab – Going away and PLO will take its place (Probably around April 1st); This is where one will find FIP resources
9. GOFAR – Being phased out and everything in that tab has been moved to TestPad
   a. Can build own questions, but there are questions already there
   b. TestPad was primarily generated due to SLOs
   c. Common assessments built elsewhere can be copy/pasted into TestPad
   d. Can do training on TestPad
   e. Different modules help teachers to build different parts of tests
   f. Can use pictures in TestPad (like for GAA students); Would be beneficial for primary grades
   g. Formative tool which follows a student even if they change districts
   h. Progression Maps can and should be developed
10. Counselor Companion helps to ensure that MS students are completing Bridge work
11. Help & Training Link – Information is broken down into topics and Hubert maintains this information; Include training webinars for FREE and if teachers complete this they will receive a completion certificate
12. Contact Information can be found here as well
13. All tabs are managed locally, other than at the RESA level
14. High School Feedback – HS graduate performance when they go into college to help track student activity

VI. **Identifying Evidenced-Based Interventions for SI (Regional Educational Laboratory) – All Resources are online and FREE**

A. Institute of Education Sciences (IES) Practice Guides – Available at https://ies.ed.gov.ncee/wwc/PracticeGuides; establish a means to work through a system; Need to know needs before using the guide
B. Requirements of ESSA – If a school is identified we must provide some resources to those schools and/or districts; Strong Level of Evidence which must have one effective measure w/level of evidence showing improvement (Statistically Significant Positive Results which were caused by an intervention and are substantially significant)
C. Does this meet our needs? If not, it won't be useful to implement a measure
D. Was it conducted with similar students like my student population? Look at participants in a study and make sure that this aligns
E. Moderate Level of Evidence – Quasi-experimental design w/intentionally selected participants; Look for "Baseline Equivalence" because a study is not valid if it doesn't have this; Students must be randomly assigned to control groups
F. Promising Level of Evidence – No way of knowing if the intervention caused the results
G. What is Self-Study? – A diverse team is selected, should be composed of teachers, administrators, non-classroom folks, counselors, etc. because they have different perspectives
    1. Must select a facilitator; this is the person who will do the work; needs to be able to draw out thoughts and moderate conversation and work
    2. Role of Team Members – Will decide individually if they recommend or not recommend an intervention; these folks must work well on their own and then come to a consensus with the group about the action to be taken
    3. Follow "Steps in Self-Study"
    4. Reference fcrr.org/ESSA for Guides
H. Five Areas for School Improvement
    1. ID Local Needs
    2. Select Relevant Evidenced-Based Practices
    3. Plan for Intervention
    4. Implement
    5. Examine and Reflect
I. Contact Information
    1. llee@fcrr.org