Part A- Continuous Improvement Continuum for Prosper High School

Appendix A Continuous Improvement Continuums Self-Assessment

Directions: Read the information on page 193 in, Data Analysis for Continuous School Improvement (Bernhardt, 2018) and complete the inventory. For the purpose of this assignment, this is not intended to be a group activity for your school. Use the rubric on pages 198-204 to review your schools Continuous Improvement plan and familiarize yourself with it. Mark with an 'X' on the template where you think your school falls on the rubric for each section.

Information and Analysis

	One	Two	Three	Four	Five
Approach			X		
Implementation			X		
Outcome		X			

Student Achievement

	One	Two	Three	Four	Five
Approach				X	
Implementation		X			
Outcome		X			

Quality Planning					
	One	Two	Three	Four	Five
Approach		X			
Implementation		X			
Outcome		X			
Leadership					
	One	Two	Three	Four	Five
Approach		X			
Implementation		X			
Outcome		X			
Professional Learning					
	One	Two	Three	Four	Five
Approach		X			
Implementation		X			
Outcome		X			
Partnership Development					

	One	Two	Three	Four	Five
Approach		X			
Implementation		X			
Outcome		X			
Continuous Improvement and Evaluation					
	One	Two	Three	Four	Five
Approach		X			
Implementation		X			
Outcome		X			

Summary

Upon evaluation of the Continuous Improvement Continuums for Schools in regards to Prosper High School, there are several areas that can be considered as opportunities for growth and development. Overall, the scores given were based on the specific Career and Technology department using the data we collect and utilize in our Collaborative Team Meetings or PLCs. The highest scoring domain was within Information and Analysis due to the campuses' routine use of data collection in the majority of areas including primary demographics, student learning and school processes; however, the manner in which the data is interpreted and applied is weak and inconsistent. The area of informational material that is most lacking includes data on perceptions from students, staff, and community. There are few opportunities to provide feedback in an organized manner, and any data collected under the category of perceptions is not shared with staff, students or community on a large scale. Family involvement in sports and extracurriculars is high, however, parent involvement in opportunities for feedback such as Advisory Council invitations and focus groups are neglected. Prosper High School is also lacking in community and industry input, and the majority of student information on performance is provided directly from teachers and does not allow for

student's participation, perception or reflection. The collection and utilization of data is a pivotal instructional practice that can lead to long term, meaningful impacts on student learning and success.

In reference to Prosper High School's Improvement Plan, there is clearly a lack of feedback from stakeholders such as students, parents, and community and industry members. In the simplest form, the campus lacks a routine method of collecting feedback from students on their own performance, as well as allowing the time necessary to reflect on their level of proficiency and adapt strategies and methods if they find that they have not reached mastery. Grades and feedback are given solely by instructors for each course, in the form of small group or individual conferences or digital feedback on assignments through google classroom. Very few students use digital tools to track their performance and growth, such as a digital portfolio or graphic organizer for essential standards. Allowing students to assess their own growth leads to both student autonomy as well as confidence and satisfaction with their personal and academic growth. The efforts put forth to include additional sources for data focused on feedback are individual to a select group of teachers and staff within Prosper High School's campus, limiting the impact to those specific students and their immediate courses with innovative instructors. Although the Assessment Inventory reflects a moderate positive for the collection of data, the information itself is incomplete, housed within a bubble of administration and teachers who are essentially self-assessing. Feedback from a versatile audience that includes students, families and community is rarely given opportunity and even more rarely utilized as a component of school improvement; questionnaires and surveys are sent out in mass with no direct effect on the collaborative planning of teachers or the school improvement plans through administration. Without this perception data, we are unable to accurately interpret the results of student performance, quality planning, leadership professional learning or partnership development.

Part B- Information and Analysis Practices and Interventions:

At Prosper High School, data is used within various systems. Quantitative data is regularly taken by collaborative teams upon completion of common formative assessments. These assessments are regularly written in collaborative teams with either identical content and essential standards, or those teams with similar facets such as the broad use of design, focus on Family Consumer Sciences, or career and technology employability skills. Qualitative data is requested in the form of surveys and questionnaires focused mainly on the job satisfaction and needs of teachers. Rarely surveys will be sent to the student population, usually with the express purpose of giving feedback on a specific event such as a pep rally; student feedback is not requested in the areas of instructional practices,

assessment models, or teaching methods. The Career and Technology department for Prosper ISD will take oral surveys of areas of need for professional development, however, no additional opportunities for this development have been offered. Within the Career and Technology department, industry leaders, parents and families are invited to participate in panels and digital feedback regarding the relevance of school curriculum to industry, changes to industry standards and the relevance of national certifications. These advisory council meetings are required for funding and take place at least twice a year. Data collected from these meetings is then compiled into a written report; unfortunately, there is not a systematic method in place for sharing with other stakeholders such as CTE teachers, students or parents not in attendance. During the 2024-2025 school year, teachers at Prosper High School were given an opportunity to give feedback in the form of a survey regarding a new behavior matrix being created by administration with intent to initiate during the 2025-2026 school year. The survey was detailed and thorough; results were sent directly to the administrative team creating the Matrix. No other opportunities for feedback regarding school climate are provided throughout the year to teachers, students, or parents. To my knowledge, the community, with the exception of industry leaders in Advisory Council meetings, are not provided with any opportunity to share perception data. Demographic and perception data are integral in the process of answering the question "Where are we now (Bernhardt, 2018)?" Victoria Bernhardt specifies that the knowledge of where a school now is a pivotal component of planning for continuous school improvement. She maintains that we cannot rely simply on student learning data, but must have a complete picture of the school using various measures. In answering the question "who are we," we can build commitment to the root purpose of continuous school improvement, in place of compliance simply to state accountability standards (Bernhardt, 2018).

As organizations obtain perception data, they may run into challenges in accuracy or availability. Perception data is only as valuable as the level of honesty involved in the feedback. Staff and students may feel hesitant to share transparently if they feel there may be repercussions for their responses. Families and community members may not feel inclined to participate in feedback based on their involvement with their specific child's education; a parent who is not involved in the day to day operations of their student's public education may not have many detailed opinions or insights to provide in the form of perception data. There also lies the opportunity for disconnect when creating the questionnaires and surveys. How will the authors of the documents decide which questions to ask and who can provide feedback on the authenticity of the survey itself? For example, if you are an administrator creating a questionnaire on staff satisfaction, you would need a basic knowledge of the current issues that impact staff as well as offering an open ended option for feedback that allows staff to relay information not specified. In a similar manner, when approaching parents in the form of a questionnaire or survey, it may be best practice to allow for a Likert scale

of agreement with areas for additional feedback. The method of Qualitative data collection has the ability to positively affect or negatively impact data collection based on how rigid or open ended the response is structured. One additional impediment may be the method of delivery for the data collection; whether digital or analog, the creator must take into account the specific needs and demographics of the community and staff.

Currently, Prosper High School does collect a type of perception data for the Career and Technology department in the form of industry feedback from the community, as well as student and parent surveys specifically in regards to Career and Technology programs. At this time, the perception feedback requested is focused on compliance with Federal guidelines for Advisory Council meetings, and not specifically targeted towards continuous school improvement or enhancing culture and climate within the campus as a whole. In order to broaden the scope of the data presently collected, there should be a purposeful expansion to include all course content areas, as well as components of school culture. The data should also be collected from staff, students, and community at regular intervals, interpreted with the intention of guiding school improvement efforts. There are many avenues available to collect perception data, specifically student feedback on individual instructors and course content, student feedback on assessments during PLC planning to ensure student autonomy and maximum engagement. Prosper High School would also benefit from teacher and staff feedback on job satisfaction including allowing for open ended feedback about the culture and climate of the campus, followed by specific feedback for administrative teams on support and coaching (Bambrick-Santoyoy, 2018). The impact of focus groups composed of diverse members reporting directly to administration or members of district staff would be immense, allowing students to feel heard and express concerns and areas of improvement in a safe environment. One final intervention that would bolster perception data is the use of the Continuous Improvement Continuum Self- Assessment in a large group as described in Victoria Bernhardt's book *Data Analysis for Continuous School Improvement* (Bernhardt, 2018). She describes the use of the Continuum document as a visual representation of staff perceptions when provided school wide to staff as a collaborative semantic panel. Prosper High School would benefit from this method at the launch of a new school year, as well as throughout the school year at predetermined times such as during end of course testing or at the end of a semester.

Part C- Data regarding Perceptions and Demographics:

The charts below specify the current Campus Improvement Plan for Prosper High School for the 2024-2025 school year (Prosper High School, 2024). The identified practice of obtaining perception data for continuous school improvement is not specifically listed, however, is most aligned within the third campus goal, although interventions

can be applied to all campus goals. In reference to campus goal one, the addition of demographic information collected would impact classroom instruction through perception data. Goal one specifies assessment based on student name and standard alone; the addition of demographic or perception data would give this goal more depth as it reflects the attitudes and beliefs behind the potential for mastery. In addition, when considering the strategy for goal one of regrouping for intervention, additional demographic and perception data would be helpful in making these decisions for maximum student impact. There is no specific measurement listed in this goal with the exception of the number of common formative assessments given each nine weeks.

Regarding campus goal two, the focus remains on confirming the PHS vision and mission statements in order to effectively lead teams in collaborating. The use of perception data is invaluable here as feedback from staff and students can play a pivotal role in building or adapting these statements and keeping them aligned with the beliefs and values of the staff and students. One of the most efficient ways to gather data on perceptions of the vision and mission, as well as the leadership styles and methods of staff, would be to enact a Continuous Improvement Continuum Self-Assessment and survey the staff at pre designated times during the school year. The ability to provide feedback on the vision and mission, as well as mold instructional practices in a collaborative setting, gives educators and staff a renewed commitment to the purpose of the organization and no longer relies on simple compliance to the accountability standards (Bernhardt, 2018)..

Campus goal three focuses on sharing progress with the community, specifically about practices in PLC, or Professional Learning Communities. The goal specifies that parents and community members will be “educated in the impact this goal has on student achievement and engagement (Prosper High School, 2024, pg 5).” While this is a worthwhile endeavor, the current plan is lacking in the opportunity for the students and community to provide feedback on their perception of student achievement and engagement. The information provided for students, parents and community is structured to be released every nine weeks in video format, however, this does not take into account those community members who are not already enrolled in our email updates or software systems. In addition, the intervention of having students and community members attend PLCs not only gives them an opportunity to observe the campus goal in action, but also allows for a reciprocal feedback loop between teachers, staff and community members. Often in PLC we interpret and analyze the gaps in achievement without input from students' perception about their own learning or options for assessment methods. To truly utilize the PLC process is to invite the students and community to participate in and give feedback on our meetings as opposed to the unchallenged education through video updates.

When considering the practices above, a change in the collection of feedback would be the most impactful intervention towards school improvement planning for Prosper High School. Feedback and data collection in the category of perception data is rarely collected under our current campus improvement plan, and without this pivotal information it remains difficult to have a complete picture of "where are we now (Bernhardt, 2018, pg 14)?" The collection of perception data can provide insight into the culture and climate of the classroom and campus; without this data, we are left to estimate the level of satisfaction felt by students, staff, and parents. Victoria Bernhardt summarized the importance of school culture and climate by saying "we act upon these perceptions everyday as if they are reality; basically, we do not act differently from what we value, believe or perceive (Bernhardt, 2018, pg 42)." Understanding the values and beliefs about an organization from the varying viewpoints of students, staff, and community allows us to focus or adapt our vision and guide the appropriate interventions and adaptations based on the perspectives of the most participatory stakeholders.

Campus Goal 1:
Equip all teachers with the skills to track individual student growth by name, by standard.
Evaluation Data Sources:
1. Every PHS content area will track individual student progress on essential standards.
2. All collaborative teams will administer at least two CFAs per 9 weeks to track student growth.
3. The PHS staff will utilize the Regrouping strategy during Eagle Time to remediate and extend on behalf of all students.
4. The PHS leadership team will continue to model and communicate effective strategies for closing a classroom.

Strategy 1 Details:
Strategy 1:

1. Every PHS content area will track individual student progress on essential standards.
2. All collaborative teams will administer at least two CFAs per 9 weeks to track student growth
3. The PHS staff will utilize the Regrouping strategy during Eagle Time to remediate and extend on behalf of all students.
4. The PHS leadership team will continue to model and communicate effective strategies for closing a classroom.
Staff Responsible for Monitoring:
PHS Leadership Team, Team Leaders, Teachers

Campus Goal 2:

All educators will attend self- selected professional development training in alignment with the PHS vision and mission. All team leads will gain the skills and tools necessary to confidently and effectively lead their collaborative teams.

Evaluation Data Sources:

1. The guiding leadership team will train staff during the school day in the following professional development areas:
a. Highly Effective Teams- "Energy Gain. Not Energy Drain! What Makes Teams Highly Effective."
b. Using Essential Standards- " Ensuring all students have access to rigorous curriculum."
c. Tier 2 Intervention Processes- "Organizing and Delivering Tier 2 Interventions: A discussion on Best Practices. "
d. Creating and Using CFAs: " How Do we Design Valid and Reliable Assessments?"
e. Having Rich Data Conversations: " Ensuring Efficient and Effective Data Conversations. "

2. The PHS team Leads will attend " Team Leader Bootcamp and undergo year- long team lead training to develop their leadership skills and equip them with the necessary leadership tools.

3. The PHS leadership team will monitor this progress by attending all collaborative teams.

Strategy 1 Details:

Strategy 1:
1. The guiding leadership team will train staff during the school day in the following professional development areas:
a. Highly Effective Teams- "Energy Gain. Not Energy Drain! What Makes Teams Highly Effective."
b. Using Essential Standards- " Ensuring all students have access to rigorous curriculum."
c. Tier 2 Intervention Processes- "Organizing and Delivering Tier 2 Interventions: A discussion on Best Practices. "
d. Creating and Using CFAs: " How Do we Design Valid and Reliable Assessments?"
e. Having Rich Data Conversations: " Ensuring Efficient and Effective Data Conversations. "
2. The PHS team Leads will attend " Team Leader Bootcamp and undergo year- long team lead training to develop their leadership skills and equip them with the necessary leadership tools.
3. The PHS leadership team will monitor this progress by attending all collaborative teams**.**
Staff Responsible for Monitoring:
PHS Leadership Team, GLT Team, Team Leads

Campus Goal 3:

Prosper High School will regularly share our progress toward becoming a model PLC with the community.

Evaluation Data Sources:

1. Once per 9 weeks, a video update will be sent to all PHS families sharing our progress towards becoming a model PLC campus and ensuring all students have access to high levels of learning.

a. We will update our families on our progress as a Professional Learning Community and educate them on the impact this goal has on student achievement and engagement.

Strategy 1 Details:

Strategy 1:
1. Once per 9 weeks, a video update will be sent to all PHS families sharing our progress towards becoming a model PLC campus and ensuring all students have access to high levels of learning. a. We will update our families on our

progress as a Professional Learning Community and educate them on the impact this goal has on student achievement and engagement.
Staff Responsible for Monitoring:
PHS Leadership Team

References

Bambrick-Santoyo, Paul. (2018). *Leverage Leadership:A Practical Guide to Building Exceptional Schools 2.0.* Jossey Bass- A Wiley Brand.

Bernhardt, Victoria. (2018). *Data Analysis For Continuous School Improvement.* (4th edition). Routledge Taylor and Francis Group.

Prosper High School. (2024, December 13). *Prosper Independent School District: Prosper HIgh School 2024-2025 Campus Improvement Plan.* Plan4learning. https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/4567/PISD/5128356/Prosper_HS_24_25_CIP.pdf