



## 5 Minute Activity

### Monitoring Systems are Essential to Accomplish Goals - CLASSI, Systems, Goals

Read the following excerpt from *Leadership Values of the Clovis Unified School District* (p. 90) and then discuss one of the prompts below.

#### Set Big Goals and Create Systems to Achieve Them

Imagine being in a room of 10 children and their parents and asking the parents of those children which four should be the ones that learn to read. No teacher, parent, child, or administrator would consider that an acceptable situation. Yet it was the effect of student achievement numbers that hovered near 40% in the early years of the district. A “war” was declared, attack units formed, and a 90% goal established.

Every school and all department personnel wrote mission and goal statements articulating how their work would support reaching the 90% goal for ALL students. Teachers created individual learning plans for students not achieving at grade level, progress was measured and reported. In addition, non-classroom staff aligned their work to promote student achievement, making adjustments along the way based on feedback from school leaders. Singular focus by a team on measurable goals achieves results. Before long, some Clovis Unified schools were reaching the 90% goal, and raising the bar even higher.

In more recent years, the Clovis Assessment System for Sustained Improvement (CLASSI) has continued to drive a similar degree of targeted attention on focus group achievement, ensuring the opportunity for success of all students.

#### Discussion Prompts:

*Emerging Leaders (101):* Let’s look at the first paragraph from the excerpt above. Think about where our students are currently performing in reading and mathematics. Does this meet the high standards we set for ourselves and our students? If not, what should we do to support our students? What are you already doing in your school or department to support student learning? Is it working? How do you know?

*Established Leaders (201):* Let’s examine the second paragraph from the excerpt above. It talks about teachers creating individual learning plans, measuring progress, and making adjustments. Does this happen in all of our classrooms? How do you know? If it isn’t happening, how can you, as a leader, make it happen?

*Tenured Leaders (301):* To achieve a comprehensive approach to evaluation, CLASSI is composed of three distinct components. Component I focuses on pupil academic achievement based on district standards and multiple measures. Component II is designed to rate the school’s effectiveness regarding specific elements of school site management, parent involvement and co-curricular programs based on quality indicators. Component III of the CLASSI system allows school and district



personnel to examine each school's policies, practices, programs and operating procedures through a self-study. Does this monitoring model still meet the needs of our schools? Explain why or why not. Did your school receive the CLASSI award last year? Whether you did or did not identify your greatest strengths and areas for improvements? Identify your greatest strength and how you will maintain your success. Identify your greatest challenge and how you will address it. Write one paragraph for each explaining your plan.

