



Facilitators Guide

“Building Leaders, the Clovis Unified Way” is a curriculum designed to be used with new, emerging, and experienced leaders in Clovis Unified. It is one component of the Doc Buchanan Leadership Academy which was created to ensure administrators and school leaders continue to make decisions in a framework that models the leadership philosophies and values of Clovis Unified. The curriculum is divided into eleven modules representing the foundational philosophies and values upon which CUSD is built. Below is the Curriculum Map for *Monitoring Systems are Essential to Accomplish Goals* philosophy.

Curriculum Map	Foundational Philosophies and Values	Resources
Philosophy	Monitoring Systems are Essential to Accomplish Goals	Doc’s Charge <i>Building Leaders, the Clovis Unified Way</i> Description of Leadership Academy
Doc’s Foundational Value	“A school district without accountability is like a car without brakes.”	
Values	Data drives decision making. What gets measured, gets done. Be better tomorrow than you are today.	
Resources	Description	
District Video	Video of District leaders past and present. Leaders discuss the “why” behind the “what” of the philosophy: the intended purpose, implementation examples, and accountability component. Each district leader approaches their discussion to the time they were employed. This allows participants to “see” and “hear” the evolution of leadership in CUSD.	Video Note Taking Guide



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District PowerPoint	PowerPoints are designed to be used for instruction. Each presentation is designed to allow flexibility in delivery. Philosophies are divided into tiers which can be used to differentiate instruction based on time available and experience of participants.	PowerPoint Presentation
<u><i>Historical Overview of Clovis Unified School District</i></u> Floyd B. Buchanan, Ed.D.	The Historical Overview of Clovis Unified School District was written in the late 1980's to memorialize the history of Clovis Unified. It is a valuable resource for the telling of the Clovis story.	Pages 27-32 <i>Role of the Teacher</i>
Clovis Assessment System for Sustained Improvement (CLASSI)	In 1994, the Clovis Assessment System for Sustained Improvement, commonly known as "CLASSI," was instituted as the means of assessing and evaluating the performance of the schools in our district.	CLASSI
Strategic Plan	<p>Our Vision: To be America's benchmark for excellence in education.</p> <p>Our Mission: To be a quality educational system providing the resources for ALL students to reach their potential in mind, body and spirit.</p> <p>Decision-making in Clovis Unified is shaped by a process of strategic planning that defines the vision, mission and non-negotiable beliefs of our school district. Our Strategic Plan is adopted by the Governing Board in three-year cycles. Clovis Unified will focus specifically on these three aims:</p> <p>AIM I: Maximize Achievement for ALL Students</p>	https://www.cusd.com/StrategicPlan.aspx



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	<p>AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain and Value a High-Quality Diverse Workforce</p>	
<p><u><i>RESULTS, the key to continuous school improvement</i></u> Mike Schmoker</p>	<p>In 1996 Clovis Unified was cited in the book <u><i>RESULTS, the key to continuous school improvement</i></u> by Mike Schmoker. Schmoker’s premise is that meaningful teamwork, when combined with setting clear, measurable goals and regularly collecting and analyzing performance data, constitutes the foundation for improved student learning. This book is 27 years old. As we reflect on “best practices” consider if the qualities attributed to CUSD in 1996 remain in place today.</p>	<p>Summary This book argues that all school efforts should be focused on results. It elaborates on the simple conditions that favor results, briefly discusses the theory behind the conditions, and demonstrates, using examples from schools, how other schools can begin to successfully replicate the conditions. Following the introduction, chapters 1-3 describe the three conceptual foundations for results-based education: meaningful teamwork, measurable goals, and the regular collection and analysis of performance data. Ways to promote steady and rapid improvement are described in chapter 4, and education research literature is reviewed in the fifth chapter. Chapters 6 and 7 offer suggestions for moving beyond a limited view of achievement to one that embraces both standardized testing and the advances in alternative assessment.</p>



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<p><u><i>If You're Riding a Horse and It Dies, Get Off</i></u> Grant & Forsten</p>	<p>School systems and businesses alike are constantly barraged with suggestions from well-intentioned people on how to make a program or initiative work when there is absolutely no hope for its success. The best alternative, as suggested in this story, is to take a fresh look at the problem and design a plan that makes sense.”</p>	<p>PowerPoint of book</p>
<p>Articles</p>	<p>According to Deming the PDSA Cycle (Plan-Do-Study-Act) is a systematic process for gaining valuable learning and knowledge for the continual improvement of a product, process, or service. The PDSA cycle aligns well with the philosophy monitoring systems are essential to accomplish goals. The PDSA cycle can be used in the business and educational world. There are four components to the PDSA cycle: Plan, do, Study, Act. Without analyzing data during the study phase, we cannot know how to act.</p>	<p><i>Deming PDSA Cycle</i> <i>What is a PDSA Cycle?</i></p>