



Program Evaluation

Lake Shore High School

Lake Shore Public Schools (Macomb)

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TABLE OF CONTENTS

Program Evaluation Tool

Introduction	2
Strategy/ Program/ Initiative Description	3
1) Readiness: What is the readiness for implementing the strategy/ program/ initiative?	5
2) Knowledge and Skills: Did staff and administrators have the knowledge and skills to implement the strategy/ program/ initiative?	8
3) Opportunity: Was there opportunity for high quality implementation of the strategy/ program/ initiative?	10
4) Implementation with Fidelity: Was the strategy/ program/ initiative being implemented as intended? .	13
Impact: What was the impact of the strategy/ program/ initiative on students?	15
Impact Conclusion	16
Report Summary	18

Program Evaluation Tool

Introduction

Evaluation of strategies, programs, and initiatives to accelerate achievement and close achievement gaps is a key step in the continuous school improvement process. In addition, all federal programs (Title I Part A, C, and D; Title II, and Title III) require annual evaluation, especially when federal and/or state funds are used to support such efforts. More importantly, evaluation represents good practice and will likely improve outcomes. The Program Evaluation Tool can be used both during implementation to make mid-course corrections as well as following implementation to identify why results turned out as they did and how to improve implementation that will lead to increased student achievement.

Strategy/ Program/ Initiative Description

What is the name of the strategy/ program/ initiative being evaluated?

P.L.C. Professional Learning Community is a research based strategic program which has been implemented in Lake Shore. The whole school population is served by PLC's. Groups are created by group and then sub groups by grade level. This is implemented by administration and department heads in the building. The model implemented follows the DuFour model of PLC's. The groups meet bi-weekly for meetings on Wednesday's for 90 minutes. This has been in place for the past nine years. Staff feedback is given through feedback sent to administrators at the end of each meeting.

Provide a detailed description of the strategy/ program/ initiative being evaluated.

PLC's serve the entire school through the development of departmental teams with a focused goal on monitoring, evaluating and continually improving instruction and delivery. Meetings are held bi-weekly, protocols, agenda's and long term planning are part of the process. Through these meetings staff evaluate and determine grade level curriculum, rubrics, evaluation, common assessments and scaffolding of our curriculum. Through this collaboration we can determine if we are effectively meeting the needs of and challenging our students.

What is the need being addressed by the strategy/ program/ initiative?

Through PLC's, staff can determine learning gaps when evaluating data and assessments, attendance, student behavioral strategies and engagement, and student leadership abilities. Data discussions allow for determinations and changes as is needed. All student groups are assessed to determine what changes need to be made and curricular adjustments. As the district moves to a 1:1 environment, PLC's are a vehicle to ensure that the transition is smooth in terms of implementation strategies and curriculum adjustments in response to this transition.

What is the reason for selecting the strategy/ program/ initiative including intended results?

PLC's allow for us to reach our SMART goals through progress monitoring. PLC's are the strongest support to the school improvement process as it allows for the data conversations that allow for us to evaluate the relevance of our SMART goals and objectives. By writing personal and departmental/team goals aligned with our SMART objectives we can identify if we are achieving our objectives. Being proactive in the 1:1 transition is a key element of these meetings.

Cite the research supporting the strategy/ program/ initiative, including a brief summary of research findings and targeted population.

There is a mass of research on the development, implementation and study of the PLC process which has grown from the original works of DuFour. Darling-Hammond and McLaughlin (1995) write, "The vision of practice that underlies the nation's reform agenda requires most
SY 2016-2017

Program Evaluation

Lake Shore High School

teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before" (para 1). This would confirm the need for this practice as well as the benefits to our students.

Citation: L. Darling-Hammond, M.W. McLaughlin

Policies that support professional development in an era of reform. [electronic version]

Phi Delta Kappan, 76 (8) (1995)

1) Readiness: What is the readiness for implementing the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

Overall Rating: 4.0

Statement or Question:a) What is the evidence regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy/ program/ initiative?

Response:

- Meeting agendas/minutes
- Books/papers about the program
- School Improvement Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results

What does the evidence show regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy /program/ initiative?

Stakeholder surveys show the desire for streamlined monitoring resulting in improved communication. Students need clarification in the purpose and vision of the PLC process beyond the understanding that it is solely an "early release day". Staff has the opportunity to discuss and give feedback through the collaborative process. All responses are then reviewed by administration to be evaluated in future meeting.

Statement or Question:b) What is the evidence regarding stakeholders (staff/ students/ parents) having a shared vision and strong commitment to the strategy/ program/ initiative?

Response:

- Meeting agendas/minutes
- Books/papers about the program
- School Improvement Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
- Focus group interviews

Next year, newly revised and reworded stakeholder surveys will be dispersed to parents and students in addition to staff.

What does the evidence show regarding stakeholders (staff, parents, students) having a shared vision and strong commitment to the strategy/ program/ initiative?

The intended outcome of the PLC process is to share the vision and outcomes as mentioned in the SIP plan. PLC's allow for data evaluation, curriculum planning, student behavior, attendance, and leadership and evaluation of overall outcomes. Stakeholders are aware of this vision and updated as we progress through the year in the effort to achieve our goals.

Statement or Question:c) What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

Response:

- Meeting agendas/minutes
- School Improvement Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
- Suggestion box ideas collected

Online presence which includes scope and sequence of departmental curriculum.

Online presence of School Improvement plan, stakeholder surveys, and results.

Online administration survey requesting staff input to improve implementation success.

What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

Stakeholder surveys and feedback were administered both through formal polling (electronic perception data surveys) and formative assessments throughout our departments. In addition to the pre-filled surveys, stakeholders had the opportunity to respond with additional information and concerns in various staff meetings.

Statement or Question:d) What is the evidence regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?

Response:

- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- School Improvement Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results

-Additional administrative surveys requesting feedback towards the 1:1 process.

What does the evidence show regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?

Program Evaluation

Lake Shore High School

days which are relative to the process.

Agenda's and planning allow for long term planning and progress monitoring through the school year.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the readiness for implementing the strategy/ program/ initiative.	Stakeholders were fully prepared to implement.	4

What action steps are needed to increase readiness to implement the strategy/ program/ initiative?

The program is in place currently, and continues to be monitored for progress.

2) Knowledge and Skills: Did staff and administrators have the knowledge and skills to implement the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

Overall Rating: 4.0

Statement or Question:a) What is the evidence regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?

Response:

- Minutes of professional conversations
- Staff surveys
- Superintendent or administrator observations/walkthroughs
- Professional learning agendas, sign-in sheets
- Program simulations, administrator observations

Administrators are often present in PLC meetings to lead, guide, and give feedback to any questions that may arise.

What does the evidence show regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?

Staff and administration have implemented the program. Through the program, development of online scope and sequence, common assessment schedules and rubrics have been created. Bi-Weekly agendas allow for progress checks and balances to take place through out the year. Administrative presence is a constant in our PLC's, drop-ins are a constant. PLC feedback is cyclical and sent to administrators after each meeting.

Statement or Question:b) What is the evidence regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?

Response:

- Self-assessment checklists
- Staff surveys
- Superintendent or administrator observations/walkthroughs
- Professional learning agendas, sign-in sheets

What does the evidence show regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?

Administrators have worked to assist in curriculum development. Administrators often walk-in and/or visit meeting to guide and assist in the input and progress.

Statement or Question:c) What is the evidence regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?

Response:

- Self-assessment checklists
- Staff surveys
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets
- Program simulations, administrator observations

What does the evidence show regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?

Staff surveys show that collaborative teams work to develop, implement and monitor scope and sequence, pacing, grading and assessment practices. 60% of stakeholders say that this initiative has not only begun, but is growing (2/10/2016 Survey).

Statement or Question:d) What is the evidence regarding staff ability to apply the acquired knowledge and skills?

Response:

- Staff surveys
- Professional learning agendas, sign-in sheets

What does the evidence show regarding staff ability to apply the acquired knowledge and skills?

Over 60% of stakeholders believe that this has been implemented and beyond and continues to grow (2/10/2016 survey).

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the participants' knowledge and skills to implement the strategy/ program/ initiative.	Participants had sufficient knowledge and skills to succeed.	4

What action steps are needed to improve participants' knowledge and skills?

Stakeholders name cross-curricular lesson in all subjects to demonstrate how all subjects are interrelated, including more consistency in grading, workload and tests.

3) Opportunity: Was there opportunity for high quality implementation of the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

Overall Rating: 3.0

Statement or Question:a) What is the evidence regarding the sufficiency of administrative support to achieve the intended results?

Response:

- Agendas/minutes
- Action plans
- Email correspondence
- Focus group and/or anonymous surveys
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results

What does the evidence show regarding the sufficiency of administrative support to achieve the intended results?

Stakeholders mentions more coordination with building and district wide curriculum evaluation (consistency). Stakeholders feel that there is high quality implementation, but that additional improvements can occur. Such improvements being meeting with the middle school more often than once a year to align and scaffold the curriculum.

Statement or Question:b) What is the evidence regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

Response:

- Agendas/minutes
- Email correspondence
- Curriculum pacing guides

Sign in sheets for district curriculum council and departmental PLC's.

What does the evidence show regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

Stakeholders share ideas, discuss instructional strategies (including an inventory of strategies) that are shared within the district points of pride.

Stakeholders appreciate the time that is built into the schedule to ensure success and school wide issues.

Stakeholders feel there is a need for greater rules and guidelines for all students, attendance, and discipline issues.

Staff is provided with copies of the Master Teacher professional development series on a weekly basis.

Statement or Question:c) What is the evidence regarding the sufficiency of resources - including financial, time and personnel - to achieve the intended results?

Response:

- Agendas/minutes
- Email correspondence
- Focus group and/or anonymous surveys
- Logs, school schedules
- Curriculum pacing guides
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

Master Teacher professional development series

What does the evidence show regarding the sufficiency of resources - including financial, time, and personnel - to achieve the intended results?

Stakeholders feel that there is adequate time allotted to professional learning, extending financial resources may grow opportunities to reach and help all students. Staff utilizes Twitter to respond to the Master Teacher series.

Statement or Question:d) What is the evidence regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/program/initiative?

Response:

- Agendas/minutes
- Email correspondence
- Focus group and/or anonymous surveys
- Inventories
- Curriculum pacing guides
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

What does the evidence show regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/ program/ initiative?

As there is a year long calendar in place at the start of the year, there is plenty of time for planning and evaluation of the strategy, an exchange of ideas in unit teams, shared prep hours to discuss grade level subjects and departments. 1:1 training for technology integration at CBD for transformation training. Staff has access to the Twitter account to share ideas on professional development.

Statement or Question:e) What is the evidence regarding structures being in place to collect and review implementation data?

Response:

Program Evaluation

Lake Shore High School

- Agendas/minutes
- Action plans
- Email correspondence
- Logs, school schedules
- Inventories
- Curriculum pacing guides
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

What does the evidence show regarding structures being in place to collect and review implementation data?

We continue to transition away from Data Director system but as we look forward we hope to fully integrate data collection more efficiently. We also review state assessments and share student data and progress across the grade levels.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the opportunity for high quality implementation.	Many necessary resources were aligned with program goals, but more are needed.	3

What action steps are needed to ensure opportunity for high quality implementation?

Continue to create a schedule for stakeholders to follow. Develop a larger scope of inquiry to be addressed in PLC's. Determine long term visions and outcomes of the PLC's not just at a department level. Further develop the relationship between PLC's and the SIP plan to grow monitoring. Increase SIP meetings and understanding and purpose of the PLC process and intended outcomes.

4) Implementation with Fidelity: Was the strategy/ program/ initiative being implemented as intended?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined protocols to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data while maintaining the integrity of results.

Overall Rating: 3.0

Statement or Question:a) What is the evidence regarding a process being in place to monitor fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?

Response:

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Model lessons
- Agendas and minutes of common planning time/meetings
- Lists of acquired resources

What does the evidence show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?

Stakeholder reveal that there is both structure and opportunity for fidelity of implementation if we revisit our vision. Stakeholders mentioned a shared vision for all and expected outcomes clearly stated at the start of the year.

Statement or Question:b) What is the evidence regarding positive or negative unintended consequences that may have occurred, if any?

Response:

- Number of staff implementing with fidelity
- Model lessons
- Agendas and minutes of common planning time/meetings
- Lists of acquired resources

What does the evidence show regarding positive or negative unintended consequences that may have occurred, if any?

Stakeholders have expressed concerns over staff being pulled from or PLC time being used for other items than the process itself. Counselors need to clarify outcomes in relationship to scheduling, and decisions etc.. Vertical teaming would be a beneficial outcome of the PLC process stakeholders stated.

Statement or Question:c) What do implementation data and student achievement results suggest for implementing/modifying the strategy/ program/ initiative?

Response:

- Number of staff implementing with fidelity
- Model lessons
- Surveys
- Agendas and minutes of common planning time/meetings
- Lists of acquired resources

How might these affect the integrity of the results?

Stakeholders feel that they are beneficial, but at other times PLC time is used for other concerns. Interruption in this process impedes our growth and outcomes and inevitably the ability to help students.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the fidelity of high quality implementation.	Critical elements have been implemented, but work on consistency and depth remains.	3

What action steps are needed to ensure faithful implementation of program plans?

Stakeholders seek a clear vision and plan of work for PLC's and their intended outcomes and a need to further develop a matrix of common assessments and collect data.

Data collection system that is effective and accessible to everyone, this may be explored explored further after technology integration.

Impact: What was the impact of the strategy/ program/ initiative on students?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

a) What is the evidence and what does it show regarding achievement of the measurable objective for all students when compared to baseline state and local data?

PLC's are used to evaluate the success of all of our students. This includes gaps that may occur in different areas as we monitor state assessments and departmental progress. We need the PLC process to continue to allow for dedicated time of the process and our students needs.

b) What is the evidence and what does it show regarding achievement of the measurable objective for subgroups and their counterparts when compared to baseline state and local data?

We show gaps with our special education students in all subjects and our ELL students in reading and writing (ELA overall). In order to continue to teach staff how to teach these learners, we need to use the PLC process as a springboard for these initiatives. Looking ahead, we hope to utilize a Reading Inventory and SIOp program to increase the success and improvement of these students. PLC's allow for these conversations and planning to take place.

c) What is the evidence and what does it show regarding stakeholder (staff/ students/ parents) satisfaction with the results?

Stakeholders feel a need for an attendance policy to reduce the amount of time spent in PLC's trying to determine what to do about chronic attendance issues. Attendance and other school policies (such as cell phones, behavioral issues,etc.) is a concern of teachers and the success of students. Policies and focus on school wide clarity are an issue of concern as well. It is clear these are concerns stakeholders hope to see addressed as we move forward. This will allow for more academic and relative conversations in PLC's.

	Statement or Question	Response	Rating
	d) Were the objectives for this strategy/ program/ initiative met?	Yes	N/A

Impact Conclusion

Statement or Question:Should the strategy/ program/ initiative be continued or institutionalized?

Response:

- Yes

a) What is the evidence and what does it say regarding whether this was the right strategy/ program/ initiative to meet your needs?

Stakeholders agree that PLC's need to be continued in order to offer the greatest possibility for student success. Collaboration with colleagues, curriculum assessments, behavioral concerns, student leadership, attendance data, etc. are all addressed in these meetings. School wide support and collaboration for concerns and departmental concerns are addressed. Hands-on examples, practice, and discussions regarding new SAT and transitions are clarified in the PLC process. Time to share, plan, break-out sessions help to build and improve the PLC process.

b) What is the evidence and what does it say regarding whether the benefits of the strategy/ program/ initiative are sufficient to justify the resources it requires?

Continual growth in our students outcomes and staff rapport assist the program purposefulness.

c) What adjustments, if any, might increase its impact while maintaining its integrity?

Greater overall expectations, clear statement of our vision as a school not just a department, as an outcome from PLC's would benefit the program. Development of a protocol for PLC's would ensure that there is a set process in place, further aligning expectations from the PLC's. Additional presence from counselors may increase PLC productivity. An electronic presence for all scope and sequence and common assessments improves communication with stakeholders and vision for the future.

d) What is needed to maintain momentum?

Improving on our current guidelines and growing our expectations and clear vision with support will continue to benefit the PLC process and momentum. Protocols will ensure that all members have a voice and all agenda and plan outcomes are met.

e) How might these results inform the School/District Improvement Plan?

There is a direct relationship between the goals and objectives of the school improvement plan and the SIP process. If we continue to use the PLC process we can grow our goals and effectively monitor our outcomes. These are all relative and needed to accomplish our overall growth of putting students first.

Report Summary

Scores By Section

