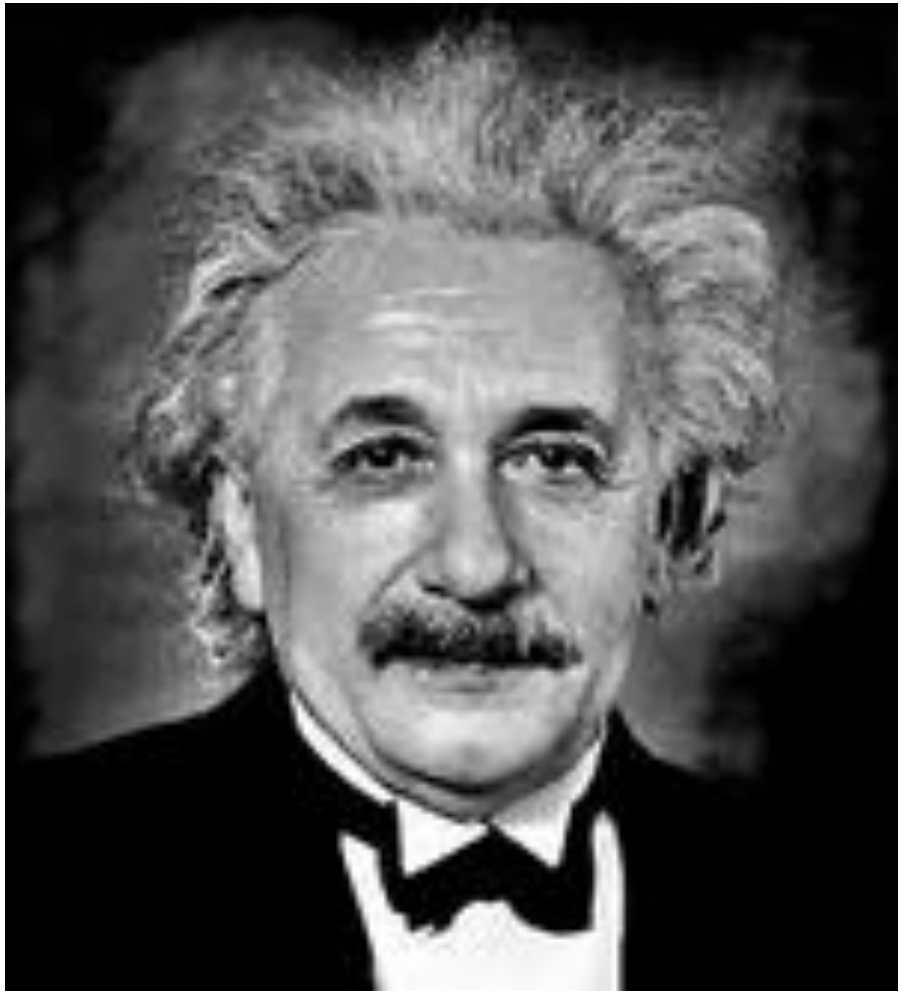
Planning and Budgeting Funds to Support Student Achievement

Joe Schroeder, PhD

Associate Executive Director, AWSA

Association of Wisconsin School Administrators

“Everything must be made as simple as possible. Just not simpler.”



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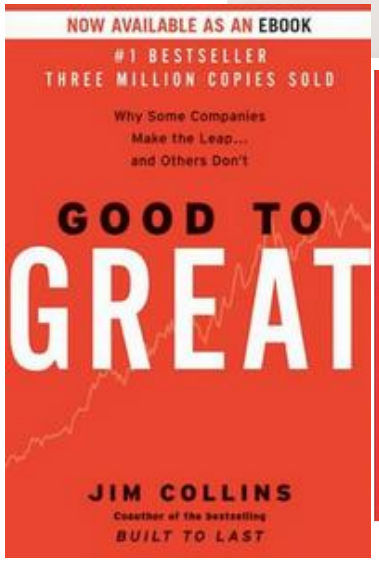
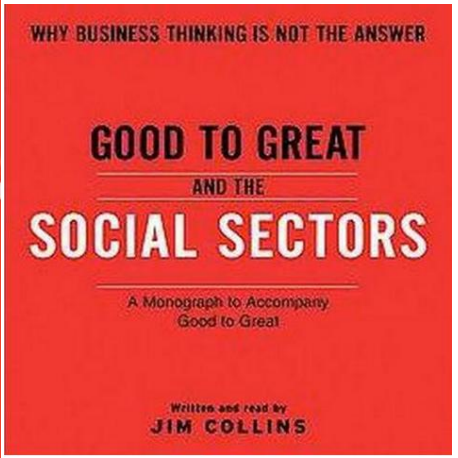
“Enduring, great companies preserve their core values and purpose while their business strategies and operating practices endlessly adapt to a changing world.”

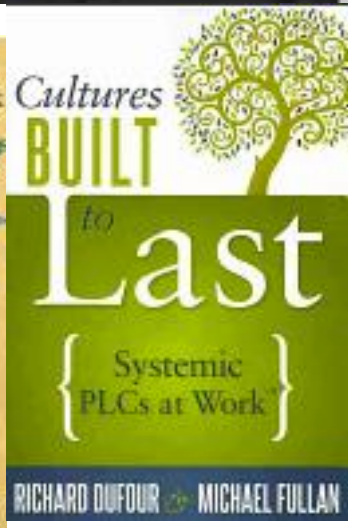
“There is a magical combination of ***preserve the core*** and ***stimulate progress***. “





“What separates a learning community from an ordinary school is its collective commitment to guiding principles that articulate what the people in the school believe and what they seek to create.”

“Furthermore, these guiding principles are not just articulated by those in positions of leadership; even more important, they are embedded in the hearts and minds of people throughout the school.”



Promoting Excellence for All

A Report from the State Superintendent's Task Force on Wisconsin's Achievement Gap

"The work of this task force is extremely important to me because it is directly connected to *Agenda 2017*, my vision for all of Wisconsin's students to graduate college and career ready."

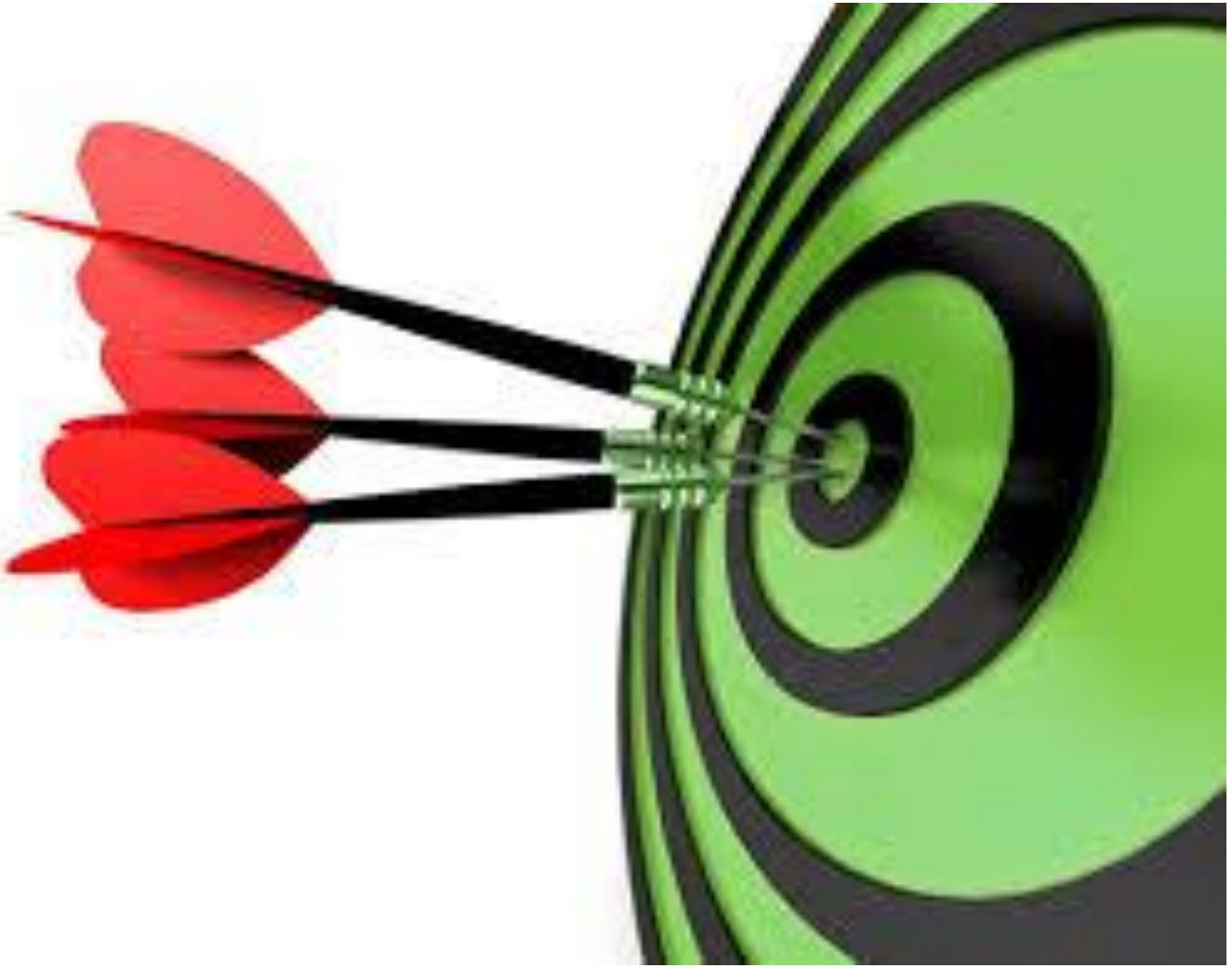
— Dr. Tony Evers
State Superintendent
Wisconsin Department of Public Instruction

Consolidation & Reflection

To what degree has your district/school articulated **guiding principles** that truly serve as the foundation for your budget plans and other key work?

What evidence would support the notion that these principles actually do guide your decisions and work?

So What Are You Trying To Improve?



Doug Reeves

Finding Your Leadership Focus: What Matters Most for Student Results (2011)

Program Overload

Initiative Fatigue

Three Essential Clusters of Leadership Practices for Positively Impacting Student Achievement

Focus

Monitoring

Efficacy

Focus

Leaders identify and monitor no more than six priority instructional practices that are linked to specific student needs.

Monitoring

Frequent

Constructive

Addresses adult actions

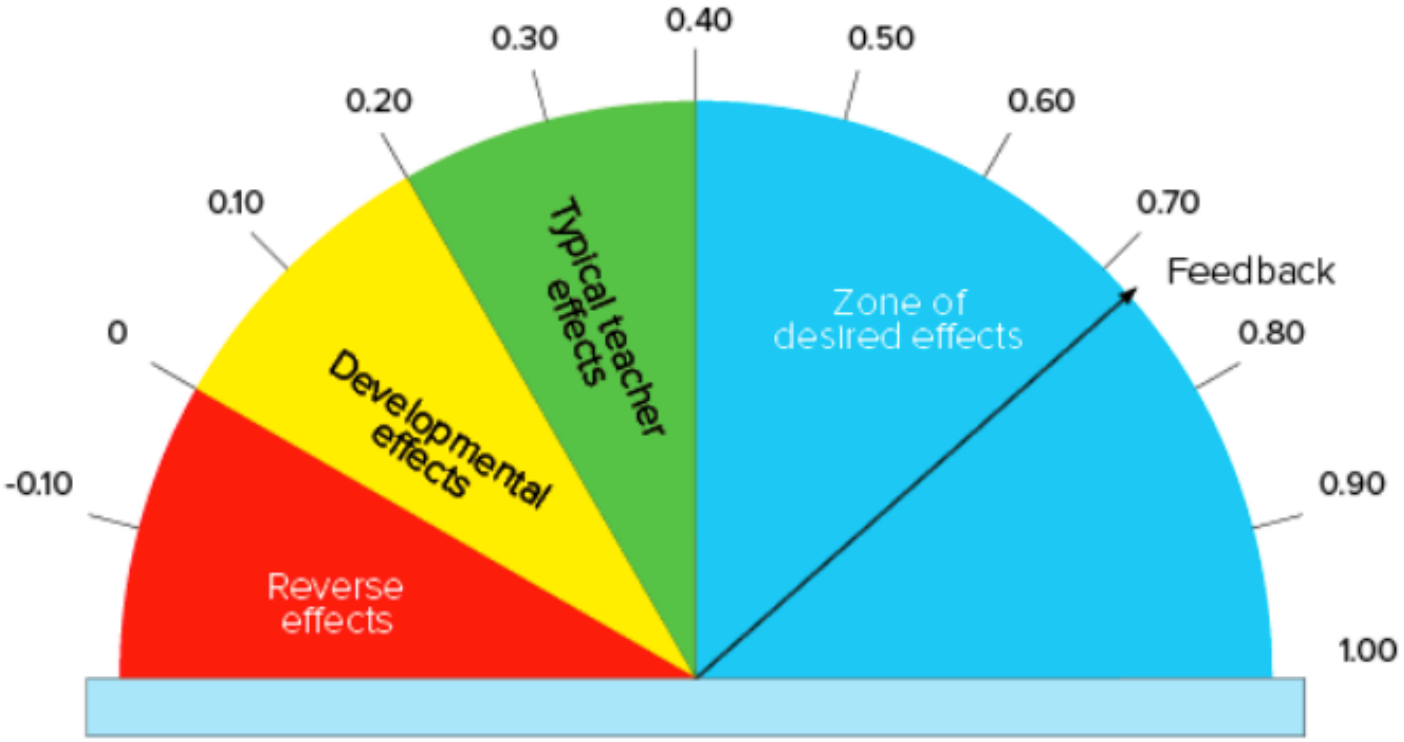
Efficacy

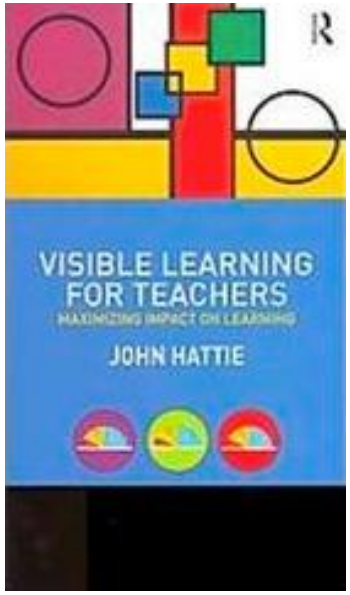
Personal conviction of teachers and administrators that their actions are the primary influences on the academic success of students.

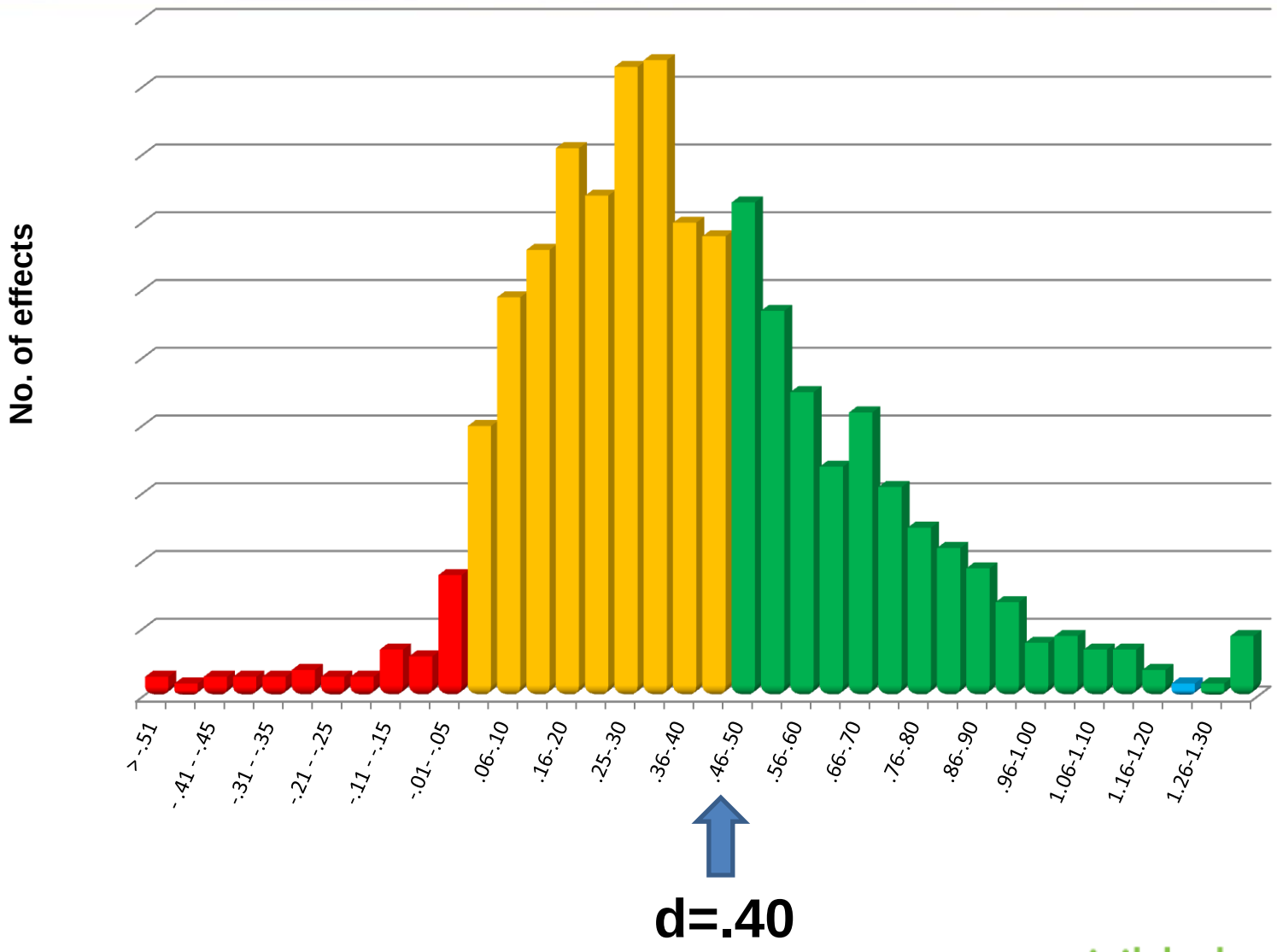
Michael Fullan
The Moral Imperative Realized (2011)

- Moral imperative
- Focus on a few deep strategies
- Constructive monitoring
- Corresponding effective action

An unstoppable combination. . .


0.40
0.30
0.50
0.20
0.60
0.10
0.70
Feedback
0
0.80
-0.10
0.90
1.00
Typical teacher effects
Developmental effects
Zone of desired effects
Reverse effects


VISIBLE LEARNING FOR TEACHERS
JOHN HATTIE



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visible learning plus

Consolidation & Reflection

To what degree could someone reviewing our budget plans see a clear **FOCUS** in our efforts?

What evidence could support this opinion?

Discuss with a neighbor

Switch

How to Change Things When Change is Hard

-- Chip and Dan Heath

A Surprise About Change:
What Looks Like Laziness Is Often Exhaustion

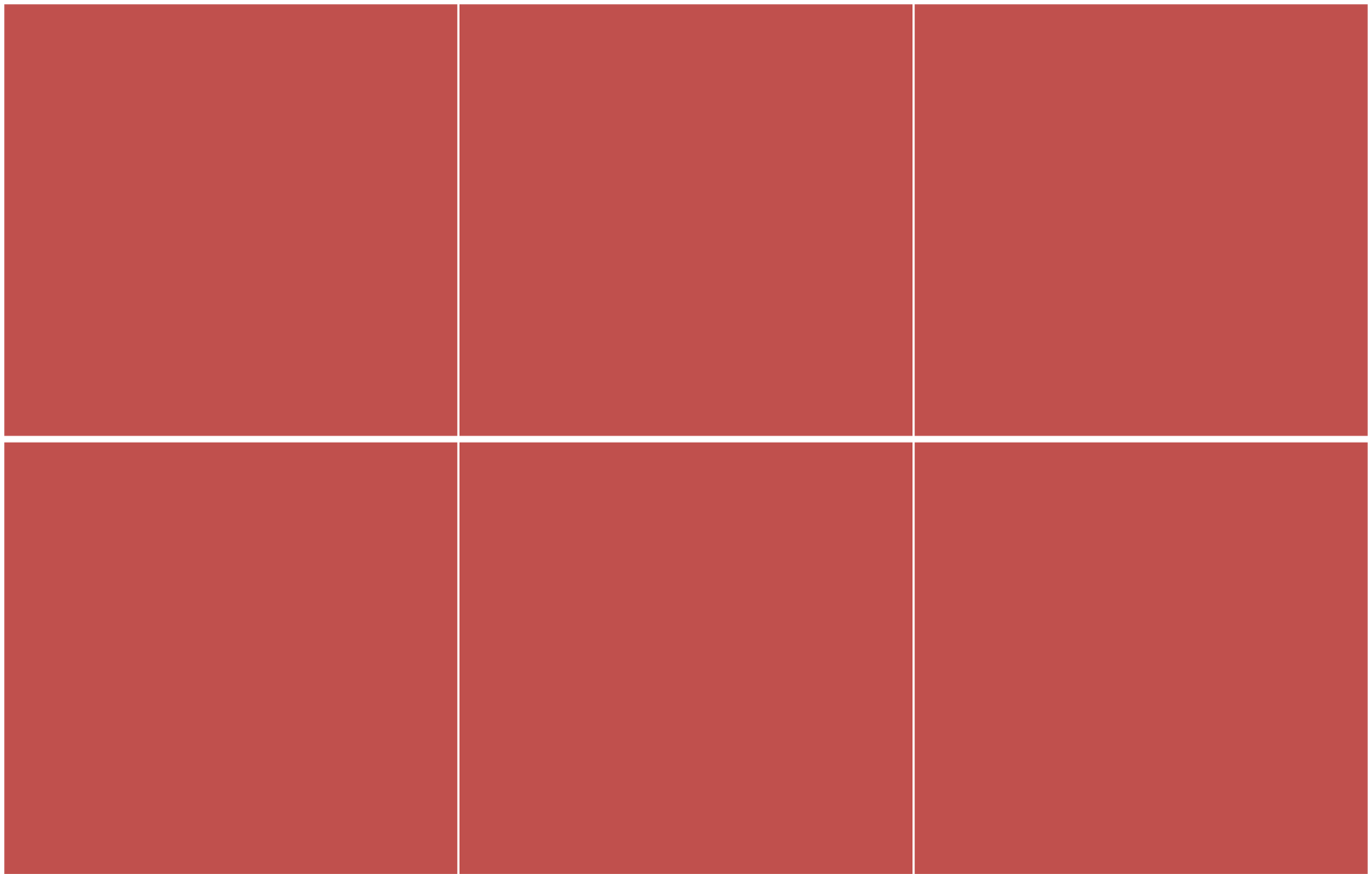
So What Do You Want to Improve?

Educator Effectiveness	Common Core	
Next Generation Assessments	RtI	

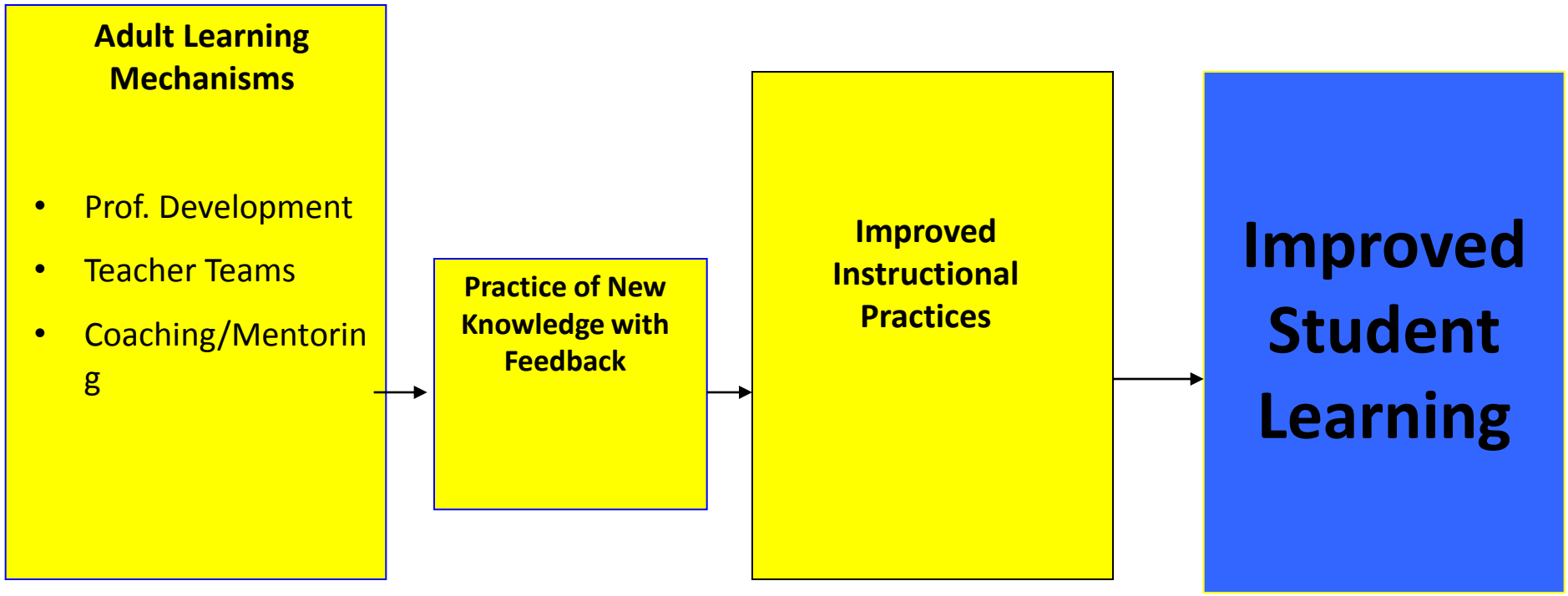
So What Do You Want to Improve?

Academic Engaged Time	Communication of Essential Learning Targets	
Higher-Level Questioning	Checking for Understanding	

So What Do You Want to Improve?



Developing High-Expertise in Areas of Instructional Focus



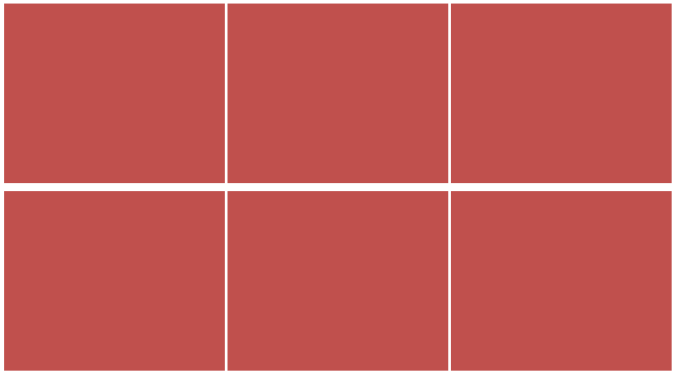
Consolidation & Reflection

When reviewing our budget and related implementation plan, to what degree are we providing adequate opportunities for staff to:

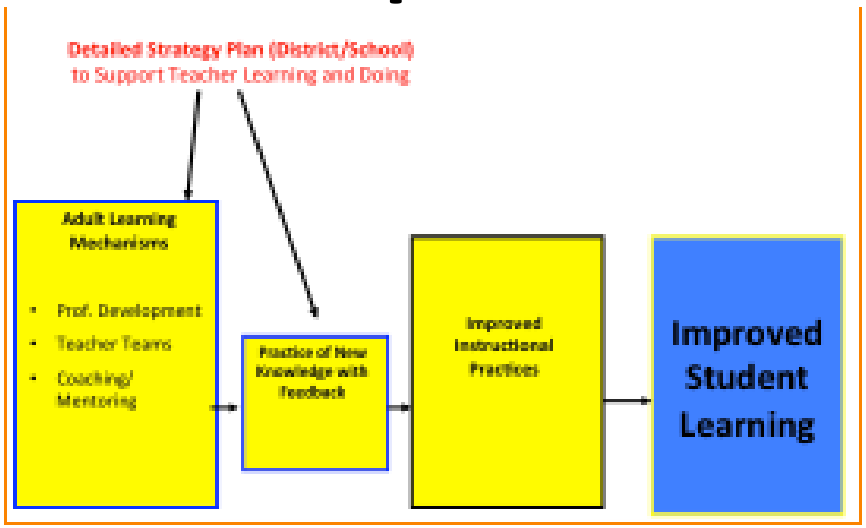
- Learn and practice new knowledge and skills
- With feedback
- With enough repetitions

to give confidence that we are building high-expertise around our areas of instructional / learner focus?

So What Do You Want to Improve?



And How Will You Develop High-Expertise around Your Improvement Foci?



Successful Change Engages the Heart

Find the Feeling

Shrink the Change

Grow Your People

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