

KMS
School Plan Retreat
July 13th-14th, 2010



SITE INITIATED

ACTION RESEARCH

Eight Stages of School Improvement Planning Process (School Improvement Planning Tool)

1. Assess Readiness to Benefit

Staff have varying levels of capacity or “readiness” to engage in school improvement planning. Most likely some staff are ready and willing and some staff members are much less willing and able. This disparity can affect the quality of the entire planning process. The School Retreat Team will need to adjust strategies and activities based on the abilities and willingness of each participant. It is important to increase staff awareness. *Let staff know:*

- Reason for school improvement efforts
- Process taking to get there
- Input from all staff is needed and valued
- School Retreat Team (representative leaders) will meet, plan, and share information back with full staff. Expect to be challenged

Some first steps that promote the abilities and willingness of staff are:

- Effective processes for conducting meetings
- Clear understanding of how decisions are made
- Decision-making strategies for working toward consensus
- Time to meet and resources for supporting this work
- Open communication and trust among staff
- District support and understanding of school improvement planning

2. Collect, Sort, and Select Data

Data can tell a school’s story. Collecting and using information about the school and the school’s community moves the message from feeling to facts. What are the school’s strengths? Which programs and services have the greatest potential for growth based on current data? By the end of this stage the School Retreat Team will gather current data on achievement, demographics, staff/student/parent perceptions, and school programs and share it with the rest of the staff.

Gathering the right data from a variety of sources can:

- Create a baseline on student skills and stakeholders’ attitudes and beliefs
- Provide an accurate picture of current school processes and programs
- Guide actions taken to change outcomes
- Allow school staff to measure progress over time
- Develop an understanding of the school’s demographic profile, including racial ethnic, and socio-economic factors

3. Build and Analyze the School Portfolio

This stage helps all stakeholders understand the school’s story. Displaying achievement and other data types in ways that are understandable to all audiences stimulate shared responsibility for education among teachers, parents, community members, and the students themselves. All staff will analyze data showing the current status of the school. It will become clear where there are areas of concern, what the strengths are, and what to celebrate.

Readers of the data should be able to find the answers to these questions.

- What is the demographic makeup of our school?
- How are the students at our school performing on various measures?
- What school programs are in place here?
- How are the parents, community, and students involved in the school?
- What is important to the staff, students, and parent community?
Do we provide equitable education for all students?

Eight Stages of School Improvement Planning Process (Continued)

4. Set and Prioritize Goals

The team and larger community now have a clearer picture of how the school functions along a number of dimensions, from teaching and administration to relationships and other resources. The ultimate goal is improving student achievement. Challenges/concerns will be grouped into themes. Goal statements are (S.M.A.R.T.) specific, student-centered, measureable, attainable, related to achievement, and time bound. Once goals have been written by the team, they should be reviewed by the rest of the staff.

Goal-setting involves questions such as:

- What goals are already required by the state?
- What are the areas of greatest need?
Which of these have the highest potential for impact?

5. Research and Select Effective Practices

Just as we expect doctors to draw on a body of scientific knowledge before making a decision, educators are obligated to base instructional practices on reliable research. A significant amount of evidence exists to guide schools in creating classrooms where deep learning occurs. This includes lessons from similar schools that have achieved these goals. Staff members will conduct research on school practices related to their school improvement goals.

6. Craft Action Plan

The action plan pulls together the team's finding into a commitment to act. Introducing change into the busy, complicated enterprise of a school requires carefully thought out and well articulated plans. Organized around the 3-4 school improvement goals that were based on data, the action plan outlines:

- What the goal is
- What the activities/steps are for achieving the goal
- Who is responsible
- What the timeline is
- What resources are needed, including professional development
- What the impact will be. How it will be evaluated

7. Monitor Implementation of the Plan

During this stage, the School Retreat Team should monitor the progression of the action plan and its impact on student achievement and make sure the activities and tasks in each goal are moving forward under the identified timelines.

The key outcomes of this stage are to:

- Demonstrate progress
- Focus attention on the plan
- Provide basis for making necessary changes. Give reasons to celebrate efforts of staff, students, and parents

Before you get started make sure that:

- Resources are secured for implementation
- Realistic timelines are established
- Staff development plan developed
- School Improvement Plan published and approved Stakeholders review and refine the plan

8. Evaluate Impact on Student Achievement

Evaluate the impact of the action plan to bring the process full circle. This is not the end of school improvement planning; it's a chance to measure effectiveness, determine if practices are institutionalized, and to start the process again. The team collects and analyzes data from the state assessments and other measures to determine if school improvement goals were met and if the action plans were successful in improving student achievement. Celebrate successes and set new goals!

Rubric for Implementing the School's Action Plan

Use this rubric to define qualitative standards related to implementing the school learning improvement plan. Level three and four responses indicate increased likelihood of successful implementation.

4	<ul style="list-style-type: none">• The school improvement (summer retreat) team provides active leadership for implementing the school improvement plan throughout the school.• The work of the school improvement (summer retreat) team provides an exemplary model of collaboration and shared decision making.• All staff are actively involved in implementing the school improvement plan.• The need for resources and follow-up support is anticipated by the school improvement (summer retreat) team and support is provided promptly.• Parents and students are authentically involved in the implementation of the school improvement plan.
3	<ul style="list-style-type: none">• The school improvement (summer retreat) team functions effectively and provides leadership for implementing the school improvement plan.• Most staff are involved in implementing the school improvement plan.• Adequate resources and follow-up support are provided. Students and parent are aware of the goals of the school improvement plan.
2	<ul style="list-style-type: none">• The school improvement (summer retreat) team manages some of the responsibility for coordinating the implementation of the school improvement plan, but with limited effectiveness.• Most staff are aware of the work of the school improvement team, but are not actively implementing the school improvement plan. Limited support for the implementation of the plan is provided.
1	<ul style="list-style-type: none">• The role of the school improvement (summer retreat) team is not clear.• Most staff members are not aware of the school improvement plan. Inadequate support for the implementation of the plan is provided.
0	<ul style="list-style-type: none">• The school improvement (summer retreat) team does not function effectively.• There is little or no evidence of the implementation of the school improvement plan. Plans for supporting the implementation of the school improvement plan have not been developed.

Evaluating Goal Rubric

Definition: A goal states the general educational outcome for the school or identified school targets.

Characteristics: Each goal should be “SMART”.

S-Specific and clearly stated

M-Measureable and based on formative and summative data

A-Attainable and realistic

R-Related to student achievement and performance

T-Time bound

	4	3	2	1
<i>The goal clearly states the direction for school improvement</i>	Goal clearly states the direction for school improvement	Goal states the direction for school improvement in a relatively clear manner	Goal states the direction for school improvement in an unclear manner	Goal does not state the direction for school improvement
<i>The goal is linked to student learning</i>	The goal is clearly linked to student learning	The goal is linked to student learning; however, the link can be improved	The link between the goals and student learning is unclear or weak	Goal is not linked to student learning
<i>The goal accurately reflects the priorities specified in the needs assessment</i>	All top priorities of the school are clearly addressed	Most top priorities are addressed	Few of the top priorities are addressed	The goal does not address the needs, or it follows unspecified needs

Action Plan Rubric

(Action Plan and Timelines)

Definition: An action plan is a detailed sequence of activities that will be performed to implement the identified strategies to accomplish the school goals.

Characteristics: A good action plan...

- ⇒ Is clearly linked to all identified strategies and goals
- ⇒ Provides a logical sequence of activities
- ⇒ Identifies who will be responsible for each activity
- ⇒ Provides a reasonable time frame for each activity

	4	3	2	1
A clear action plan is specified for effectively implementing all identified strategies	There is a clear action plan for each strategy	There is a clear action plan for most strategies	There is a clear action plan for few strategies	None of the strategies have a clear action plan
The action plan has a logical sequence of events	The sequence of events in the timeline is completely logical	The sequence of most events in the timeline is logical	Many of the events in the timeline are without logical sequence	The events in the plan have no logical sequence, or no timeline is given
The action plan clearly identifies who will be responsible for each activity	All activities clearly state who will be responsible	Most activities clearly state who will be responsible	Few activities clearly state who will be responsible	None of the activities clearly state who will be responsible
The action plan clearly states how each activity will be performed	It is clear how each activity will be performed	It is clear how most activities will be performed	It is clear how few of the activities will be performed	It is not clear how any of the activities will be performed
A reasonable timeline is assigned to each activity	All activities include reasonable dates	Most activities include reasonable dates	Few activities include reasonable dates	No activities include reasonable dates