

Continuous Improvement Process Action Plan

Created June 2010;

Educational Services Department

Years: 2010-2015

Date: Updated June 2011

Department Mission: We believe all students *can* learn, and it is our duty to ensure that all students *do* learn. We accomplish this by developing a comprehensive, integrated approach that provides system-wide support to schools, families, and the community. The department builds collective capacity across student services, curriculum and instruction, technology, and professional development, in order to achieve that same mission.

Department Goal: **Our Reality:** Schools are continuing the process of utilizing multiple measures of achievement, perceptions, and behavioral data to inform school improvement plans. As a district, our traditionally marginalized students (students of poverty, color, disability, and English language learners), have not achieved at the same high levels as their counterparts. Our district is disproportionate in identifying students of color as having disabilities. In addition, the district is beginning to systematically monitor and analyze the progress of all students to ensure that they are demonstrating positive growth.

Our Target: To facilitate and support a district-wide continuous improvement process to ensure that *all* students will demonstrate academic growth on multiple measures of common summative assessments, thereby demonstrating both high achievement and high value-add as a district.

Strategies (What? & How?)	Data Collection Sources	Responsibility (Who?)	Timeline (When?)	Improvement Indicators
Continuous improvement teams (district and school levels), with an educational services liaison, will become a systematic mechanism for focusing on high achievement and high value-add for all students.	<ul style="list-style-type: none"> ▪ School Improvement Teams ▪ Smart Goals ▪ Action Plans 	<ul style="list-style-type: none"> ▪ Educational Services Team ▪ Building Principal ▪ Team Members 	2009-and ongoing	<ul style="list-style-type: none"> ▪ Continuous Improvement Process for High Achieving Schools (completed August, 2010) ▪ Student Assessment Data ▪ Perceptions Data
District professional and instructional staff will do the following: <ol style="list-style-type: none"> 1. Make curricular decisions based on global student performance data, disaggregated by various demographic groups. 2. Assist school improvement teams in using data to determine priorities for 	<ul style="list-style-type: none"> ▪ District Student Information System ▪ Assessment data from instructional staff ▪ District assessments 	<ul style="list-style-type: none"> ▪ Educational Services Team ▪ Building Principal 	2009-and ongoing	<ul style="list-style-type: none"> ▪ Student Assessment Data ▪ Perceptions Data ▪ Reduction in Achievement Gap Data ▪ Increase the use of multiple measures for assessment (updated Assessment Framework for 2011-12)

<p>continuous improvement plans, and determine how to use staff to meet the needs of all students.</p> <p>3. Systematize the use of common formative assessments and the analysis of results to inform instruction.</p> <p>4. Develop student specific instructional strategies and interventions based on the diagnosis of specific learning needs, addressed through specific instructional responses, and monitored on an ongoing basis.</p>	<ul style="list-style-type: none"> ▪ Data from outside entities and agencies 			
<p>Continue implementation of the curriculum coordination and program evaluation process, including standards-based grading and reporting. (See attached Instructional Program Renewal Process matrix.)</p>	<ul style="list-style-type: none"> ▪ Essential Learner Outcomes ▪ Committee Meetings ▪ Committee Notes and Documentation ▪ Curriculum Pilots ▪ Standards-based gradebooks 	<ul style="list-style-type: none"> ▪ Educational Services Team ▪ Building Principals ▪ All District Professional and Instructional Staff 	<p>2009-and ongoing</p>	<ul style="list-style-type: none"> ▪ Program Changes, Improvements, or Modifications ▪ Student Achievement Data ▪ Reduction in Achievement Gap Data ▪ Improve Graduation Rates ▪ Increase in number of students enrolling in post secondary education ▪ Infuse instructional technology into the curriculum ▪ Use of the Understanding By Design framework for curriculum writing ▪ Develop district standards-based K-5 report cards
<p>Maintain an aligned instructional system by addressing both intentionality and sufficiency in professional development. In terms of intentionality, professional development will focus on the essential learner outcomes and instructional strategies as well as the ability of</p>	<ul style="list-style-type: none"> ▪ Attendance for Professional Development Classes ▪ Comprehensive Spreadsheet on 	<p>Educational Services Team</p>	<p>2009-and ongoing</p>	<ul style="list-style-type: none"> ▪ Student Achievement Data ▪ Teacher Evaluations ▪ Increase in enrollment numbers for relevant, rigorous PD Courses ▪ Increased used of data

<p>staff to use the assessment and data systems and apply the knowledge gained to instruction, to ensure access and rigor for all students. In terms of sufficiency, the department will determine the necessary quantity, relevance, and type of professional development.</p>	<p>Professional Learning Opportunities, PLCs, and Departmental Offerings</p> <ul style="list-style-type: none"> ▪ Course Approval Aligned with District Goals, WI Teacher Standards, and NSDC Standards 			<p>assessment tools</p>
<p>Continue implementation of a Integrated Comprehensive Service Model (ICS) where team collaboration is supported across all levels, curricular areas, and buildings in the district so that all students have access to and are included in the general school environment for the majority of their school day.</p>	<ul style="list-style-type: none"> ▪ Documentation of the number and types of teams across the district ▪ Analysis of environmental codes for Special Education ▪ Course Enrollment ▪ School and CRT Schedules 	<ul style="list-style-type: none"> ▪ Educational Services Team ▪ Student Services Coordinators ▪ Building Principals ▪ Building Consultation Teams ▪ All Professional and Instructional Staff 	<p>2009-and ongoing</p>	<ul style="list-style-type: none"> ▪ Increase in number of students with an IEP who are placed in the classroom for 80% or more of the school day ▪ Increase in number of students with an IEP who are enrolled in college readiness, career/technology, or other advanced coursework ▪ Increase time and opportunities for staff collaboration.
<p>Rewrite district special education procedures and processes to address cultural, economic, and racial disparity in evaluation practices. All staff will be involved in the dialogue regarding why disproportionally must be addressed. Train specific staff in the implementation of these procedures.</p>	<ul style="list-style-type: none"> ▪ Special Education Referrals ▪ Special Education Re-evaluations ▪ Staff Meeting and CRT Agendas and Minutes dedicated to addressing disproportionality ▪ Creation of and 	<ul style="list-style-type: none"> ▪ Educational Services Team ▪ Student Services Coordinators ▪ Building Principals ▪ Building Consultation Teams ▪ All Professional 	<p>2009-and ongoing</p>	<ul style="list-style-type: none"> ▪ Reduction in initial evaluation referrals for students of color ▪ Reduction in Disproportionality Rates for all disability areas ▪ Implement a process for reevaluation for transfer students with inadequate evaluation documentation

	attendance at training for culturally responsive practices	and Instructional Staff		<ul style="list-style-type: none"> ▪ Evaluate diagnostic instruments to ensure cultural and linguistic appropriateness. ▪ Utilize a train the trainer model for implementing culturally responsive teaching (June 2011) ▪ Increase number of staff participating in culturally responsive practice training ▪ Review special education procedures and developed a training model for correct implementation in which all special education staff participated (completed March 2011)
Develop a common framework of identifying, documenting, and responding to behavioral incidents at each level and building to ensure that behavioral interventions are consistent with the practices and philosophy of behavioral literacy and restoration.	<ul style="list-style-type: none"> ▪ District Student Information System ▪ Behavioral File (Green) 	<ul style="list-style-type: none"> ▪ Educational Services Team ▪ Building Principals 	2009-and ongoing	<ul style="list-style-type: none"> ▪ Behavioral Handbook to include when, where and how behavioral events are documented and resolved ▪ Train administrators on documenting and defining behavioral events (completed fall 2010 and ongoing) ▪ Provide tier 1 universal training for elementary and middle school teams in PBIS (completed 2010-11) ▪ Provide tier 2 PBIS training when fidelity and integrity for tier 1 has been met ▪ Update Infinite Campus to reflect changes in behavior

				<p>documentation in alignment to PBIS (completed 2010-11)</p> <ul style="list-style-type: none"> ▪ Decrease in behavioral events ▪ Decrease in suspension and expulsions ▪ Increase training opportunities in positive behavioral support and restorative practices (ongoing)
<p>Recognize the importance of 21st Century learning skills, ensure equitable access to digital learning used to enhance the curriculum, model and develop a culture of digital literacy, and assist teachers in how to effectively engage and support digital natives.</p>	<ul style="list-style-type: none"> ▪ Align Technology Purchases ▪ Technology Surveys ▪ Perception Data ▪ Student Achievement Data ▪ Enrollment in Online Opportunities ▪ PD Attendance 	<ul style="list-style-type: none"> ▪ Educational Services Team ▪ Building Principals 	<p>2009-and ongoing</p>	<ul style="list-style-type: none"> ▪ Infuse instructional technology in the classroom to support curriculum ▪ Increase student engagement and achievement ▪ Increase Just in Time Training and Collaboration ▪ Increase attendance at technology PD ▪ Increase in number of teachers designing and offering online or hybrid classes ▪ Equip classrooms with the technology necessary to implement 21st century curriculum