



# Continuous Improvement Process for High Achieving Schools

2013-2014

# Simple Linear Steps to Effective Continuous Improvement Planning

Where Are We Now?

- Who are we?
- How do we do business?
- How are our students doing?
- How effective are our processes?

**DATA TO UTILIZE:**

<u>Demographics</u>	<u>Perceptions</u>	<u>Student Learning</u>	<u>School Processes</u>
District	Culture	Summative	Curriculum
Schools	Climate	Formative	Instruction
Students	Values	Diagnostic	Assessment
Staffs	& Beliefs		Programs
Community			

Where do we want to be?

- Why do we exist?
- Where do we want to go?

**IDENTIFY YOUR PURPOSE**

- Mission
- Vision
- Goals
- Objectives
- Student Expectations

How did we get to where we are?

- What are the gaps and their causes?

**DETERMINE THE DIFFERENCE BETWEEN WHERE WE ARE NOW AND WHERE WE WANT TO BE**

- Contributing Cause Analysis
- Develop a problem statement

How are we going to get where we want to be?

- How can we get to where we want to be?
- How will we implement?

<b><u>ACTION PLAN</u></b>	<b><u>IMPLEMENTATION STRATEGIES</u></b>
Strategies	Leadership
Activities	Professional Learning
Budget	Partnerships

How will we know if what we are doing is making a difference?

- How will we evaluate our efforts?

**FORMATIVE AND SUMMATIVE EVALUATION**

- Reflect back upon the data which formed the basis of your goals and plans.
- Identify additional information needed to evaluate the plan and its components.

## Continuous Improvement Process Timeline for High Achieving Schools

The MCPASD designed this timeline and process to empower schools to become high achieving. While it can be followed sequentially, some steps may occur simultaneously, depending on the needs of your school. A school-based committee should lead this process. Note: this is a rough framework but deadlines for specific tasks are highlighted.

### **Review Foundational Beliefs**

(May-August)

- Hold a series of conversations among staff, students and parents:
  - Vision:** "What do we hope to become?"
  - Mission:** "Why do we exist? If we believe all students can be successful learners, what do we expect them to learn?"
  - "What will we do when they don't learn?"
  - Values:** "How must we behave in order to make our shared vision a reality?"
  - "How can we put the District Core Values into action?"
- Educational opportunities are provided for staff about beliefs.

### **Assess Student Learning Needs**

(Ongoing)

- Identify, collect and analyze multiple forms and sources of data. Process to be completed each **quarter or trimester**.
  - Demographic data
  - Student achievement data
  - School Report Card
  - Positive Behavioral Intervention and Support data
  - Perceptions data: students, parents and staff
  - Process data: systems, policies, procedures and practices within district, building or program
- Draw conclusions from this data.
- Develop a problem statement based upon current school or program area realities.

### **Identify 1-2 Goals focusing on Student Learning**

(June-September)

- Based on the assessment of student learning needs, identify one or two measurable, attainable, and targeted goals aimed at increasing student achievement. Assess the degree to which goals reflect the school's or program's vision, mission and values.
- Evaluate goal quality in terms of SMART:
  - S**pecific + Strategic
  - M**easurable
  - A**ttainable, but Challenging
  - R**esults-based
  - T**ime Bound
- Submit to Superintendent by **October 1<sup>st</sup>**.

### **Plan Strategies and Actions that Will Ensure Goal Success**

(June-September)

- Identify learning strategies that work best for students and adults.
- Create or modify written goal(s) along with a timeline.
- Identify interventions to accomplish the goal(s).
- Identify who is responsible.
- Document implementation steps.
- Submit school improvement plan to the Superintendent by **October 1<sup>st</sup>**

***Assess Progress Toward Goal Attainment***

(Ongoing)

- Collect evidence and draw conclusions.
- Evaluate goal(s) progress.
- Revise goal(s), continue working on goal(s), or create new goal(s).
- If you modify or develop new action plan(s) submit to the Superintendent.

***Report and Communicate Progress***

(October-December)

- Communicate to others including posting to websites, newsletters and other staff communication.
- Prepare Annual Report to School Board.

## **Middleton-Cross Plains Area School District School Improvement Teams**

### Purpose:

- To analyze student learning needs through pertinent school data (state achievement test results, curriculum reports, discipline data, surveys, course selection patterns, district assessment results, etc.).
- To develop school goals focused on student learning that are aligned to district goals.
- To plan actions that will ensure goal success.
- To collect evidence towards goal attainment and revise action plans as needed.
- To assist the principal in reporting and communicating progress towards goal achievement.
- To plan needed professional development experiences for staff related to goal attainment.

### Structure of Teams

- Volunteers who are representative of the school staff.

### Communication/collaboration opportunities:

- Meet regularly as a team with the school principal (half-day release, CRT, after school, etc).
- Help facilitate discussions student learning needs and school goals during faculty and CRT meetings.

### Role of the School Improvement Team:

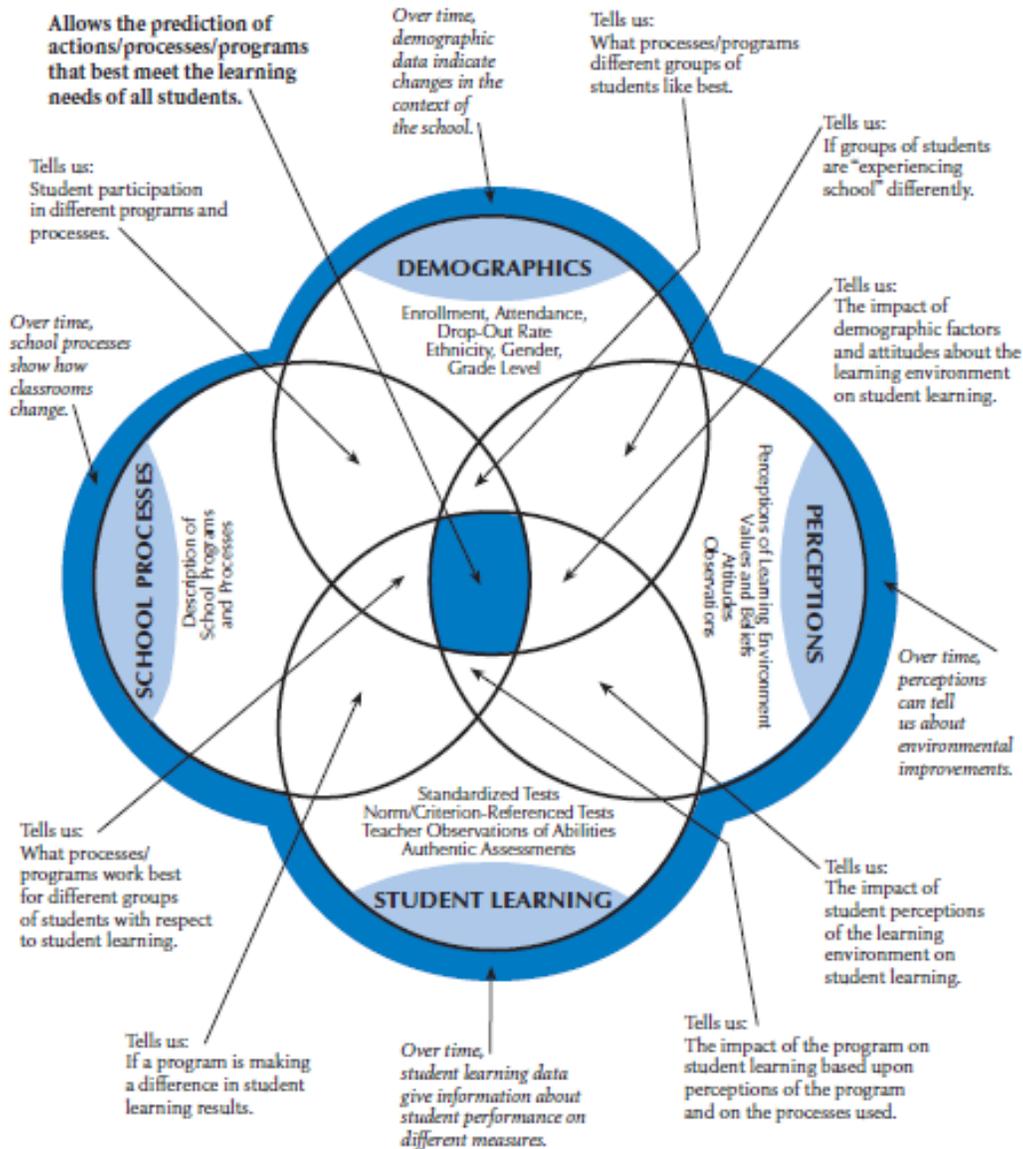
- Meet to understand the current needs of the school through data analysis of student assessments.
- Refine the data analysis into draft “learning goals” for the school staff to consider for implementation. Align with district goals/strategic initiatives and K – 12 curriculum work. Plan suggested professional development activities related to school goals.
- Throughout the school year the School Improvement Team will collect and process data related to school goals and plan professional development.
- Year-end summaries will be compiled and reported out to staff and the BOE.

### Role of all Staff

- Stay informed and provide input to the school improvement team.
- Connect individual goals to school improvement goals.
- Implement instructional strategies outlined in the action plans.

# Sources of Data

If the purpose of the school is to ensure that all students learn, identifying data that helps schools evaluate whether they are effectively meeting this purpose is essential to the continuous improvement process. It is equally important to know that learning does not happen in isolation, so multiple measures are important to obtaining a multifaceted view of our students, schools, communities and outcomes. This diagram outlines the ways data can be intersected to gain this more complete composite of our schools.



Note. Adapted from *Data Analysis for Comprehensive Schoolwide Improvement* (p.15), by Victoria L. Bernhardt, 1998, Larchmont, NY: Eye on Education. Copyright © 1998 Eye on Education, Inc. Reprinted with permission.

Note. From *Using Data to Improve Student Learning in Elementary Schools*, by Victoria L. Bernhardt, 2003, Larchmont, NY: Eye on Education. Copyright © 2003 Eye on Education, Inc. Reprinted with permission.

Purpose: To translate your problem statements into improvement goals.

## Creating Improvement Goals

---

The next step is to translate your three top problem statements into improvement goals. When setting improvement goals, remember the acronym **SMART\***:

**S**pecific + Strategic  
**M**easurable  
**A**ttainable, But Challenging  
**R**esults Based  
**T**ime Bound

**Specific + Strategic:** Avoid vague goals such as “Improve school-wide literacy.” A goal such as this doesn’t build in accountability. A well-written improvement goal will address who will do what by when and how the results will be measured.

**Measurable:** The key concept here is: what gets measured gets done. How will you know when you’ve accomplished your goal unless you set up, from the beginning, how you will measure its accomplishment?

**Attainable, but Challenging:** Goals that are unrealistic will only serve as a source of frustration for teachers, students, and administrators alike. Goals that are too easy generally won’t affect the kind of change needed to make significant and sustainable improvement.

**Results Based:** Goals should link back to the stated educational aims and missions of the school and be derived from a careful analysis of data.

**Time Bound:** In the current educational climate, schools are expected to improve and improve quickly. Setting a timeframe for the goal gives it urgency and helps move it to the top of the priority list of everyday activities.

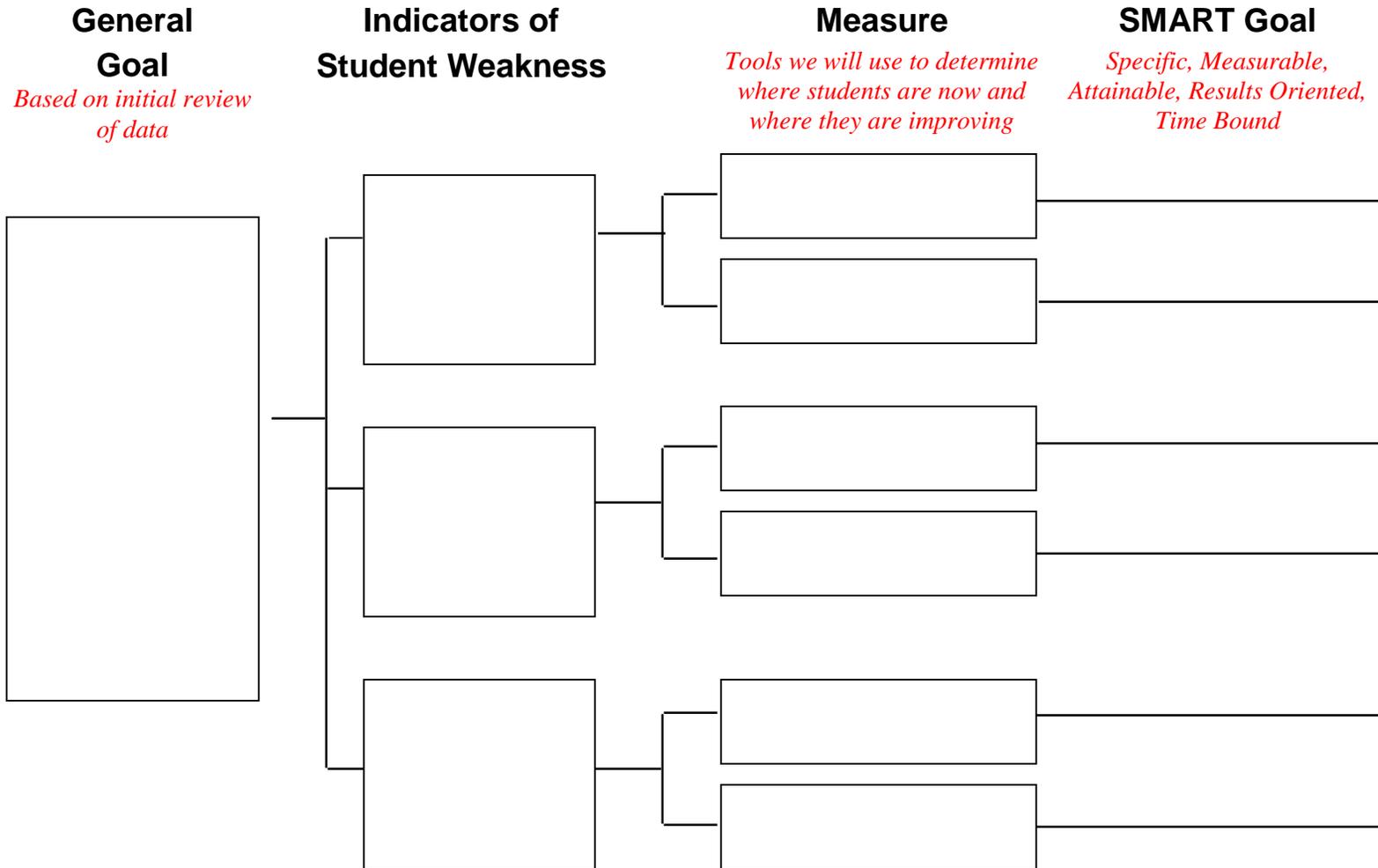
\* Source Unknown

### The Collaborative Nature of Goal Setting

Setting goals must be a collaborative process for two reasons:

1. No one knows the academic terrain better than the front-line workers...your teachers. They can give valuable input into what can realistically be accomplished within a certain timeframe.
2. Staff who are involved in setting goals will be more committed to achieving them, and more accountable for the results.
3. Open and honest discussion gives administrators the opportunity to clearly articulate the context within which goals are set, including resources available; federal, state, and/or district mandates that must be considered; community and/or parent sentiment; etc.

# Continuous Improvement Process



## SMART GOALS OVERVIEW

<u>Component</u>	Description	Questions to Ask	Sample
<b>S.</b> Specific + Strategic	Specific goals are clear and unambiguous; they tell staff <b>exactly</b> what is expected.	Who? What? Where? When? What are the requirements? What is the benefit to the school district?	Improve student math proficiency at the high school level. <b>NOT</b> make things better at the high school...
<b>M.</b> Measureable	Measureable goals require you to establish concrete criteria for measuring progress toward attainment of each goal you set. There must be tangible evidence of completion.	How much? How many? How will we know when it is accomplished?	Improve high school math proficiency by raising the score on statewide exams, <b>NOT</b> improve high school math scores by adding advanced math classes and requiring daily homework....
<b>A.</b> Attainable, But Challenging	Attainable goals are realistic and attainable in the current environment. The best goals require staff to stretch a bit to achieve them.	Can the objectives pertaining to this goal be carried out? If so, in what manner will they be carried out?	Improve high school math proficiency by raising the score on statewide exams by 10%, <b>NOT</b> improve math scores by 50%...
<b>R.</b> Results Based	Results-based goals represent an objective toward which the board and district staff are both willing and able to work. It should identify what is desired in terms of performance after a process is improved or a new one put in place.	So what if we put this new program or process in place? What is the desired result? What role does staff play in achieving the desired result?	Improve high school math proficiency by raising the score on statewide exams by 10% resulting in better post graduate job opportunities, <b>NOT</b> improve high school math proficiency scores so the district can attract more grant funds...
<b>T.</b> Time Bound	Time-bound goals have starting points, ending points, and fixed durations. There is a clear target date for achievement.	When should the goal be completed?	Improve high school math proficiency by raising the score on statewide exams by 10% by June 2003, <b>NOT</b> improve high math proficiency this year...

Purpose: To guide the team in creating action plan objectives to achieve a given improvement goal

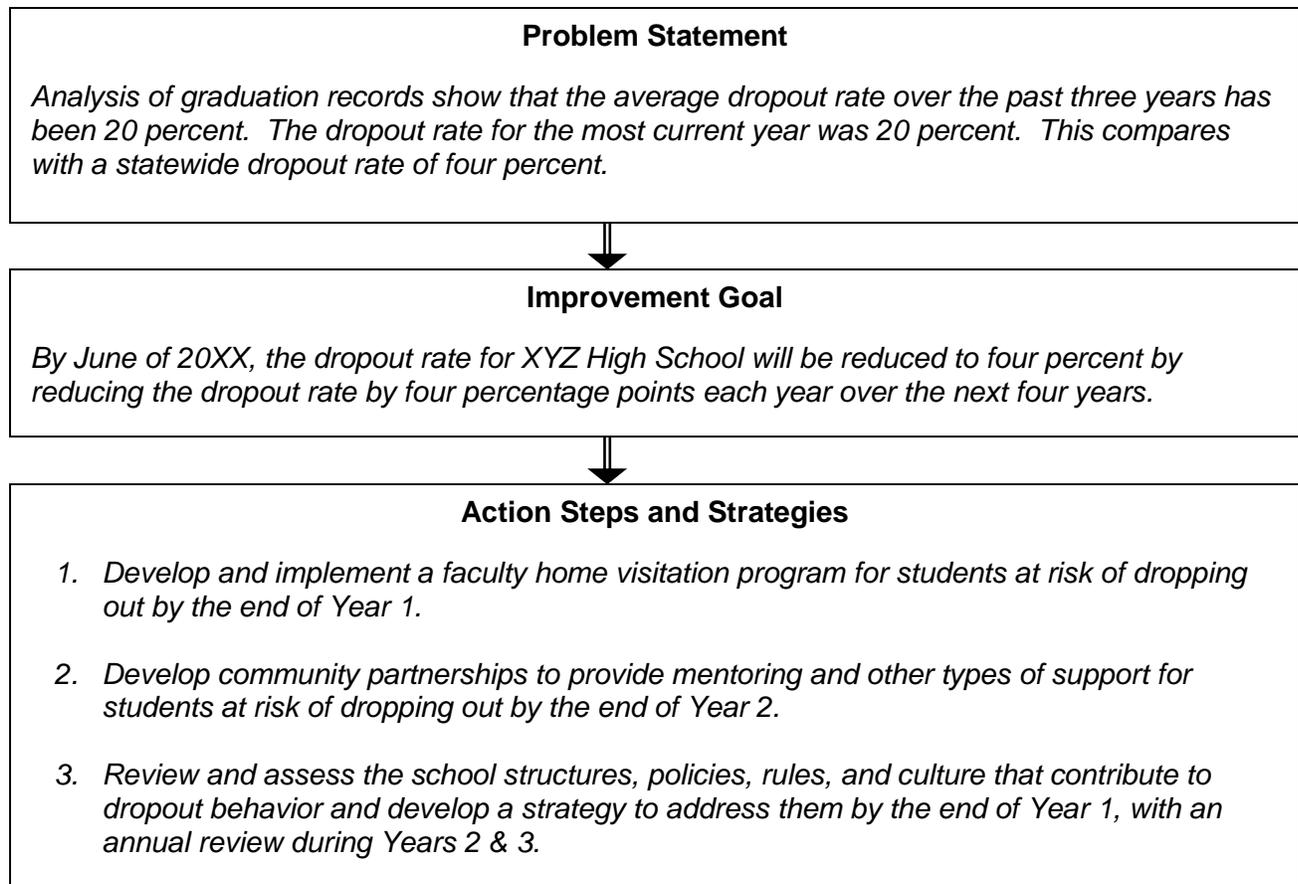
## Creating Action Steps and Strategies

---

At this point, you have chosen your improvement goals, you have consulted the research and other external and internal scanning processes to come up with ways to address each goal, and solicited the involvement, input, and consensus of relevant stakeholders. Now all you have to do is make it happen.

To accomplish your chosen improvement goal, you may have one or many action plans. Usually a single improvement goal will have several action plans. Each action plan will have a single objective associated with it, but will generally have multiple strategies or activities. When creating an action plan, it is critical to make it as detailed and specific as possible, specifying who will do what by when. You will also want to identify the resources needed to fulfill the action plan. Finally, you must build in a monitoring component so you will know when you have accomplished your action plan objective.

Below is an example of how the action plan objectives relate to the Improvement Goal.



### Directions:

Using the format above, create objectives for each of your improvement goals.

## Directions:

- Copy and distribute problem statements to the staff.
- Gather staff and other relevant stakeholders together and split them into three groups, one for each problem statement.
- Have each small group discuss the problem statement and develop a draft improvement goal.
- As a large group, review each draft improvement goal. Discuss and debate each goal until consensus is reached.
- Publish and distribute the final improvement goal.

### Sample Problem Statement

Over the past three years, girls have not mastered the essential mathematics learnings. Evidence indicates that an average of 40 percent of the girls in Grades 2 to 5 received less than a “C” grade in mathematics; in addition, an average of only 28 percent of fourth graders achieved proficiency status on the mathematics portion of the state standardized test over the past three years.

### Sample Improvement Goal

By the last week of June (insert year), at least 80 percent of the girls in Grades 2 to 5 will have mastered the essential mathematics learnings for their grade level. The evidence used will be end-of-year grades of “C” or higher in Grades 2 to 5, as well as a score of proficient on the mathematics portion of the state standardized test for fourth graders.

**Q: WHO will perform?**

A: 80 percent of the Grade 2 to 5 girls.

**Q: WHAT activity will be performed?**

A: Mastery of the essential mathematics learnings.

**Q: WHEN will it be performed?**

A: By the last week of June, (year).

**Q: HOW will it be measured?**

A: A letter grade of “C” or higher in mathematics for girls in Grades 2 to 5 and a score of “proficient” on the fourth-grade math portion of the state standardized test.

# Continuous Improvement Process Action Plan

School: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

School Goal: \_\_\_\_\_

<b>Strategies</b> <i>(What? &amp; How?)</i>	<b>Data Collection Sources</b>	<b>Responsibility</b> <i>(Who?)</i>	<b>Timeline</b> <i>(When?)</i>	<b>Resources</b> <i>(What/How Much?)</i>	<b>Improvement Indicators</b>

CDB/2.15.05

School Submitting Plan:

Date Submitted:

Contact Person:

Date Due:

Project Title:

District Priority Addressed