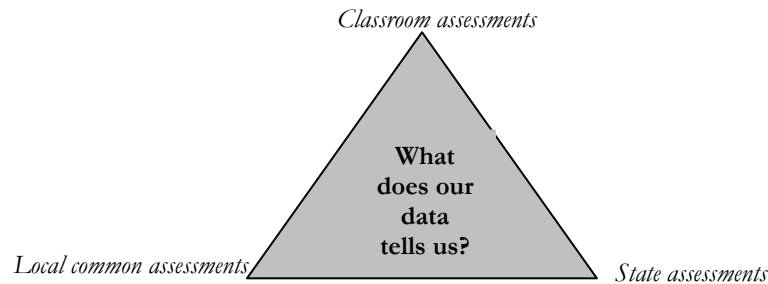


Action Planning for School Improvement



What are the Questions and Considerations?

- ◆ What areas are we targeting for improvement?
- ◆ How do we know?
- ◆ What are the assumptions that we should stop and check in on before we go much further?
- ◆ What's our baseline data? (multiple measures)
- ◆ Who should be at the table?
- ◆ What type of improvement are we hoping for?
- ◆ Are these short, mid or long-term improvements?
- ◆ Is sustainability included in the plan?
- ◆ How will we measure progress?
- ◆ Are our goals reasonable?
- ◆ Are they the right goals for your district?
- ◆ What supports and resources are available to us?
- ◆ What assets does our district currently have which could support this initiative?
- ◆ Does our local comprehensive assessment plan include classroom, local and state assessments (where applicable)?
- ◆ What are classroom formative assessments telling us?
- ◆ How does data from other content areas or disciplines inform our thinking on this one area?
- ◆ How can we increase conversation on this topic?
- ◆ Who has information that we haven't considered yet?
- ◆ How are all students being served?
- ◆ How will this impact other ongoing school initiatives?
- ◆ Are we ready for this initiative?

Sample Action Plan Using Multiple Measures

Baseline Data (Define the problem.)	Proposed Actions	Measurement Tools
<p>Target area: Reading Classroom assessments: teachers reporting difficulty in fluency in classroom reading among current 1st & 2nd grade students. As a result, teachers were asked to document student performance and share at a spring K-2 team meeting. Teachers reported:</p> <ul style="list-style-type: none"> - 70% of all students showing some difficulty in reading comprehension and/or fluency. - 70% of low SES. - 90% of students with language disabilities. <p>Local Assessment:</p> <ul style="list-style-type: none"> - 75% reading at grade level as is measured by the POA at grades 1 and 2. - No significant difference among low SES students. - Only 10% of students with language disabilities not at grade level on POA. <p>State assessment:</p> <ul style="list-style-type: none"> - 85% of our students are meeting or exceeding standard as is measured by the DRA. - 60% of low SES - 10% of students with disabilities. <p>Other data:</p> <ul style="list-style-type: none"> - 35% of our teachers have been trained in guided reading. - All teachers calibrate on the DRA annually. 	<ol style="list-style-type: none"> 1. Teachers will meet with the literacy coordinator to look at student performance in classroom and brainstorm strategies for all students (Tier 1) and for identified students (Tier 2.) 2. Teaches, special educators and literacy coordinator will meet to review classroom, local and state assessment, look at what it is measuring and examine local curriculum for alignment. 3. Special educators will meet with classroom teachers to review IEP's and service plans for students with language disabilities. 4. Add a third screening of POA in grades 1-2 for all students (Tier 1) 5. Add 3 screenings of POA in K (Tier 1). Identify those students of concern and provide additional diagnostic assessments. (Tier 2.) 6. Teachers will meet in January to review students for whom we have concerns. Additional services will be provided to identified students (Tier 3.) 7. Administrators will attend a training on literacy instruction in order to improve their recognition of good teaching practices. 	<p>Teachers will document all student progress on classroom assessments on the "White Sheet." Additional data will be gathered on identified students and discussed at team meetings. Students not making progress will be brought to ESS meetings. POA all students K-2 Additional diagnostic for identified students.</p>
		Resources & Supports

Questions....

- Why do the students do relatively well on the DRA but not on local or classroom assessments?
- Is the curriculum aligned to the things that are being assessed?
- Does your district value those things that are assessed?
- Are there other things that we value that are not currently being assessed?
- What is our teachers' experience and professional training in working with struggling readers?
- What are the performances by subgroup?

Data Gathering and Monitoring Tools

Progress Monitoring (How are we doing?)					
Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
<p>Classroom assessment:</p> <ul style="list-style-type: none"> ▪ All students: 70% ▪ Low SES: 70% ▪ students with language disabilities: 10% ▪ girls: 90% ▪ boys: 85% <p>Local Assessments (POA):</p> <ul style="list-style-type: none"> ▪ all students: 75% ▪ low SES students: 70% ▪ students with language disabilities: 10% ▪ girls: 95% ▪ boys: 80% <p>State Assessment (DRA)</p> <ul style="list-style-type: none"> ▪ all students: 85% ▪ low SES: 60% ▪ students with language disabilities: 0% ▪ girls: 95% ▪ boys: 75% 					
Any new or revised actions?					

Other Types of Action Plans (non-academic)

Baseline Data (Define the problem.)	Proposed Actions	Measurement Tools
Attendance Data: We currently are reporting an annual attendance rate of 80%. 10% of our students are out of school more than 20 days.	Review attendance policy, procedures and communication protocols for all students (Tier 1.) Identify students who need additional support for attending school and develop a plan with their families for increasing attendance (Tier 2.)	Daily attendance rate. Classroom attendance rate. County/regional/state average attendance rates.
		Resources & Supports

Baseline Data (Define the problem.)	Proposed Actions	Measurement Tools
Teacher Census Data: Average teacher remains in our district less than 5 years.	Look at demographic data of our current teaching staff (age, years of experience, prof dev, licensure). Look at local and regional salary scales. Examine professional culture within the school and more detailed information by surveying the teachers.	School census data. Teacher surveys.
		Resources & Supports

Engaging Everyone in Looking at Multiple Measures

Question: *What do we know about our students' math abilities?*

Student Name	Local Assessment Data	State Assessment Data	Classroom Assessment Data	Teacher notes: What do you see?
Johnny				
Ginny				
George				

- ◆ What do we see in general?
- ◆ What questions occur to us as we look at this data?
- ◆ Do local, classroom and state data align in all areas?
- ◆ Where else can we go to check our conclusions?
- ◆ What is working? What is not working? (Is the intervention or program designed to be a short, mid or long-term solution?)