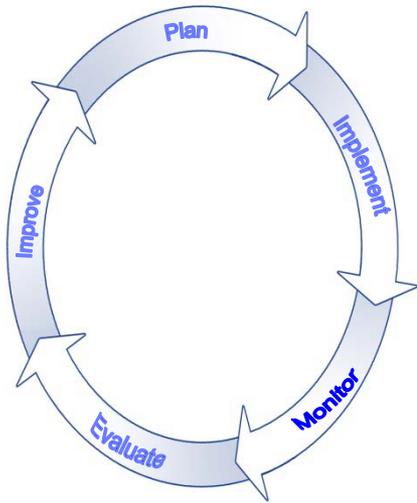


Arizona's *School Improvement Planning Process* Module 7



Presented by
School Improvement and Intervention
School Effectiveness Unit
Arizona Department of Education
2010-2011

School Improvement Planning

Module 7

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

Arizona School Improvement Planning Process

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

- *Ongoing evaluation of plan as it is implemented
- *Benchmarks set
- *Revisions made along the way

Where are we as an educational system?

- *Conduct School Needs Assessment

How are our students doing?

- *Report and analyze student learning: summative; formative; and diagnostic

How will we implement?

- *Structures and frameworks are in place
- *Decision rules are created
- *Partnerships are established

How did we get to where we are?

- *Summarize and interpret data
- *Identify root causes
- *Analyze contributing causes

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

- *Develop strategies and action steps to implement in order to achieve goal(s) set

Where do we want to be?

- *Identify priorities
- *Conduct gap analysis to determine the differences between current status and the desired results
- *Goal setting

Planning Worksheet

Section 6: Evaluation of implementation

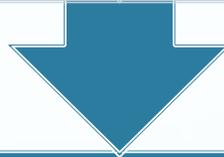
- Guiding Question: How do we know we have achieved our goals?
- What results do we want to get by implementing our plan? What are the benchmarks (monthly, quarterly) that need to be achieved to indicate our success? What will our timeline be for evaluation? Who will be responsible for evaluation?

Goal	Action Step	Evaluation	Timeline	Person Responsible

Needs Identification

Student Achievement (Concerns)

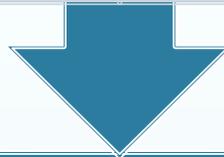
Systems/Processes (Issues)



School Improvement Plan

Goals

Strategies/Action Steps



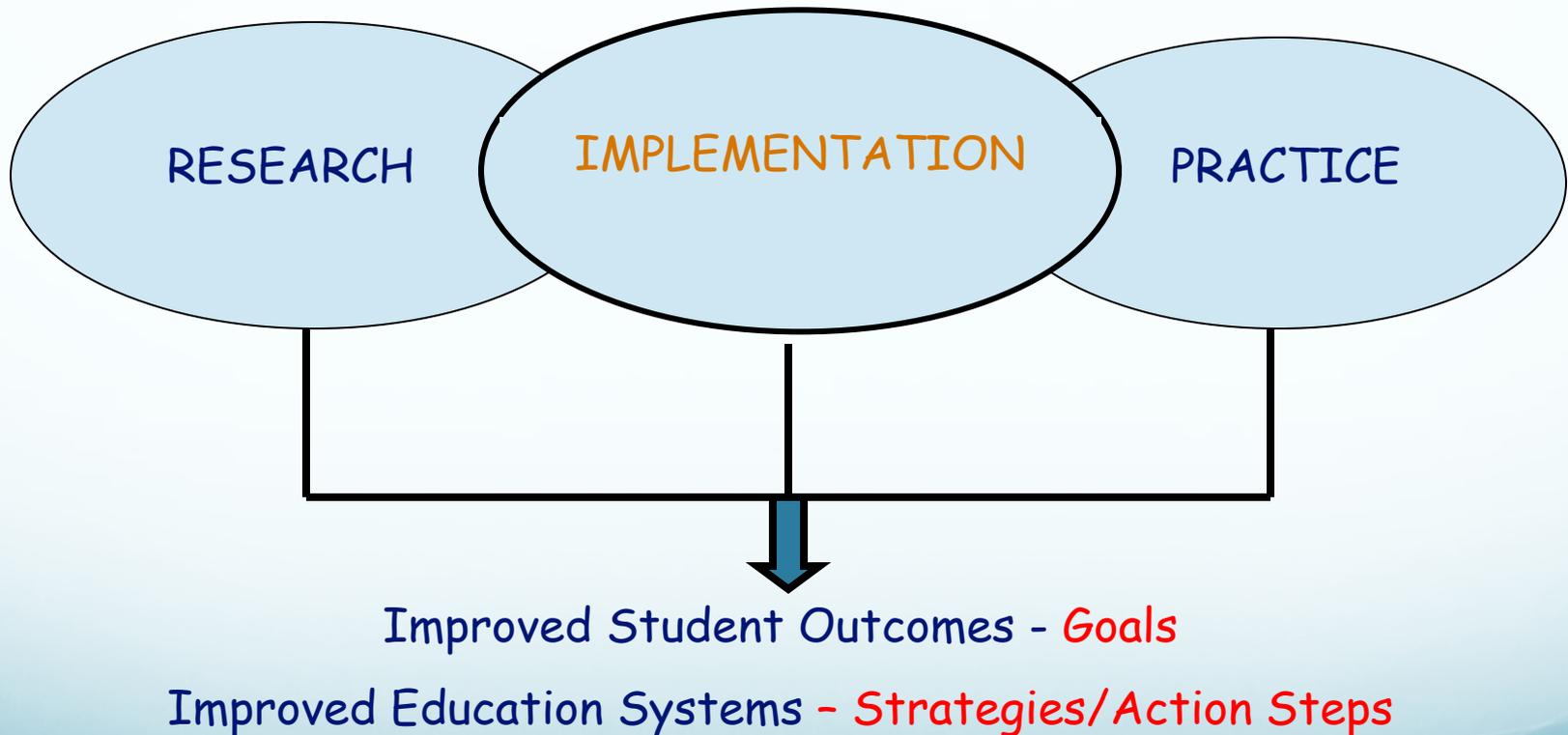
Ongoing Monitoring

Fidelity of Implementation

Improved Student Achievement

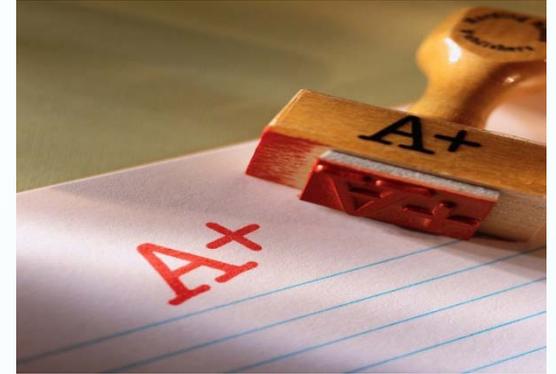
Improved Systems/Processes

Research to Practice



Two Components to Evaluation

1. Student Learning

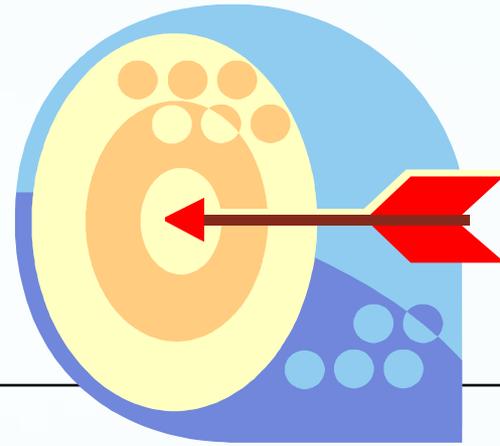


2. Effectiveness of Processes



Student Learning

GOAL



<p>1 Goal</p> <p>Multiple Measures</p>	<p>To improve student achievement as measured by reading, math, attendance or HS Graduation rate, and re-classification of ELL by June 2011:</p> <p>Increase reading achievement from baseline to _____ as demonstrated on the 2011 AIMS scores</p> <p>Increase math achievement from baseline to _____ as demonstrated on the 2011 AIMS scores</p> <p>Increase attendance rate from baseline to _____ by May 2011 using 2010-11 attendance data</p> <p>Or</p> <p>Increase graduation rate from baseline to _____ using 4-year cohort for 2010-11.</p>
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Balanced Assessment System

Formative

Benchmark

Summative



Daily Ongoing Evaluation Strategies

Periodic Diagnostic/Progress Assessments

Large-Scale Standardized Assessments



Immediate Feedback

Multiple Data Points Across Time

Annual Snapshot

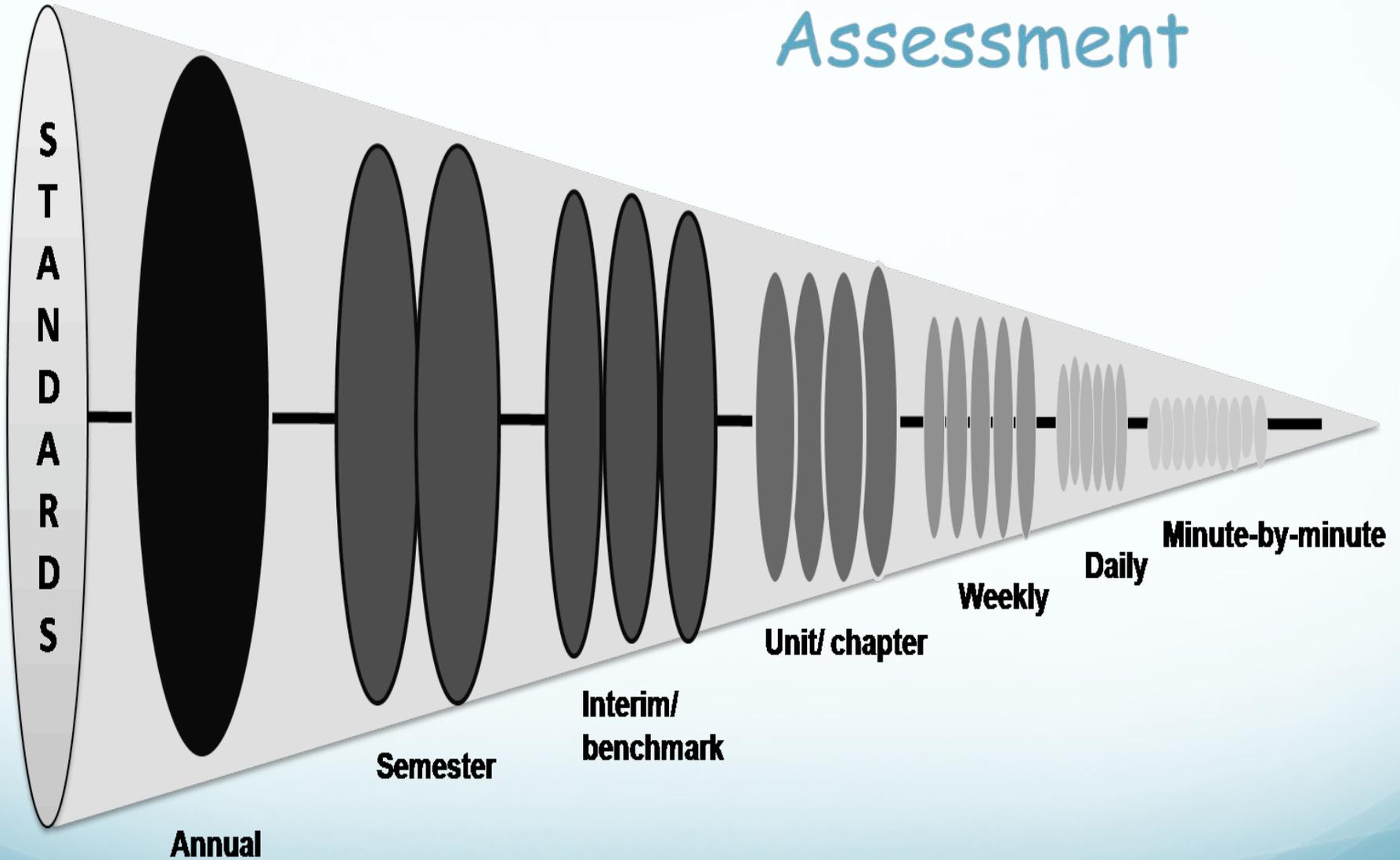


Student-Centered

Classroom/School-Centered

School/District/State-centered

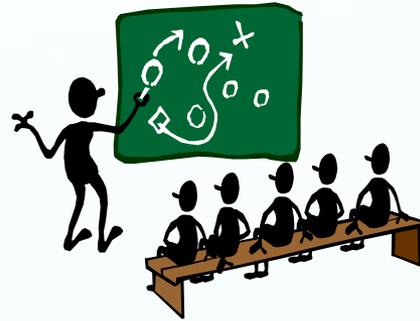
Assessment



Effective Processes



Strategies



Strategies	To provide intervention programs for struggling students	To strengthen instruction for all students	To make decisions based on the data	To provide coordinated and comprehensive services	To develop and implement process for SI Plan development, implementation and evaluation
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Action Steps

ACTION STEPS	a) Set aside 20% to make available SES opportunities	a) Provide teachers with reading and math instructional coaches	a) Schedule and implement $\frac{1}{2}$ day meetings, once a month, for teacher teams to discuss and analyze student achievement data for purpose of adjusting instruction	a) School Team will hold spring orientation meeting with 8 th grade students and parents to support transition to 9 th grade	a) Establish SW planning committee and monthly meetings for review of implementation
	b) Teacher teams working with 9 th graders will meet	b) Principals will conduct walk-throughs to document and support implementation of new core programs and use of new instructional strategies	b) Develop study groups to learn the latest best practices with regard to using data to support implementation of standards-based learning environments	b) Provide parents opportunities to have discussions and learn strategies for preventing their children from dropping out of school	b) Identify and begin working with an external provider with expertise in RTI to establish the components of an RTI process
	c) Implement core reading and math programs with fidelity	c) To create a structure to involve teachers in decision making process		c) Provide opportunities for parents and students to work together on ECAPS	



Measuring Processes

What do we want the process to look like?		How can it be measured?
Curriculum	Aligned to the standards	<ul style="list-style-type: none"> *Curriculum Mapping *Process flowchart *Classroom/teacher observations
Instruction	Agreed upon strategies implemented in every classroom	<ul style="list-style-type: none"> *Classroom/teacher observations *Staff & student questionnaires *Student achievement results
Assessments for learning	Formative assessments aligned to standards	<ul style="list-style-type: none"> *Student achievement results *Classroom/teacher observations
Leadership	Leadership structure that helps everyone implement the vision	<ul style="list-style-type: none"> *Student/staff questionnaires Parent questionnaires

Measuring Programs and Processes

- Purpose
 - What is the intent, desired result(s)/objective(s)?
 - How will you know the objectives are being met?
- Participants
 - Who is the program intended to serve?
 - Who is being served? Who is not?
- Implementation
 - What would it look like if the program were fully implemented?
 - To what degree is the program being implemented?
 - How is implementation being measured?
- Results
 - What are the results

Monitoring Implementation



ASIP Monitoring - Monthly Tracking of Action Steps

Goal	To improve student achievement in math by decreasing the number of students in 3 rd through 5 th grades that are performing at the "Falls Far Below" on the AIMS from 25% in 2010 to 10% on the 2011 test.	
Strategy	Implementing an intervention program	Differentiating math instruction in the regular classroom
Action Step	<p>*Screen all students who performed at the "Falls Far Below" level on the 2010 AIMS</p> <p>*Based on screening results - determine appropriate intervention</p>	<p>Teachers will use cooperative learning structure – numbered heads</p> <p>Teachers will use manipulatives</p>
OCTOBER	Student Learning - Implementation -	Student Learning - Implementation -
NOVEMBER	Student Learning - Implementation -	Student Learning - Implementation -
DECEMBER	Student Learning - Implementation -	Student Learning - Implementation -



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with questions, comments, usefulness, concerns

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