

Michigan Department of Education Office of School Improvement

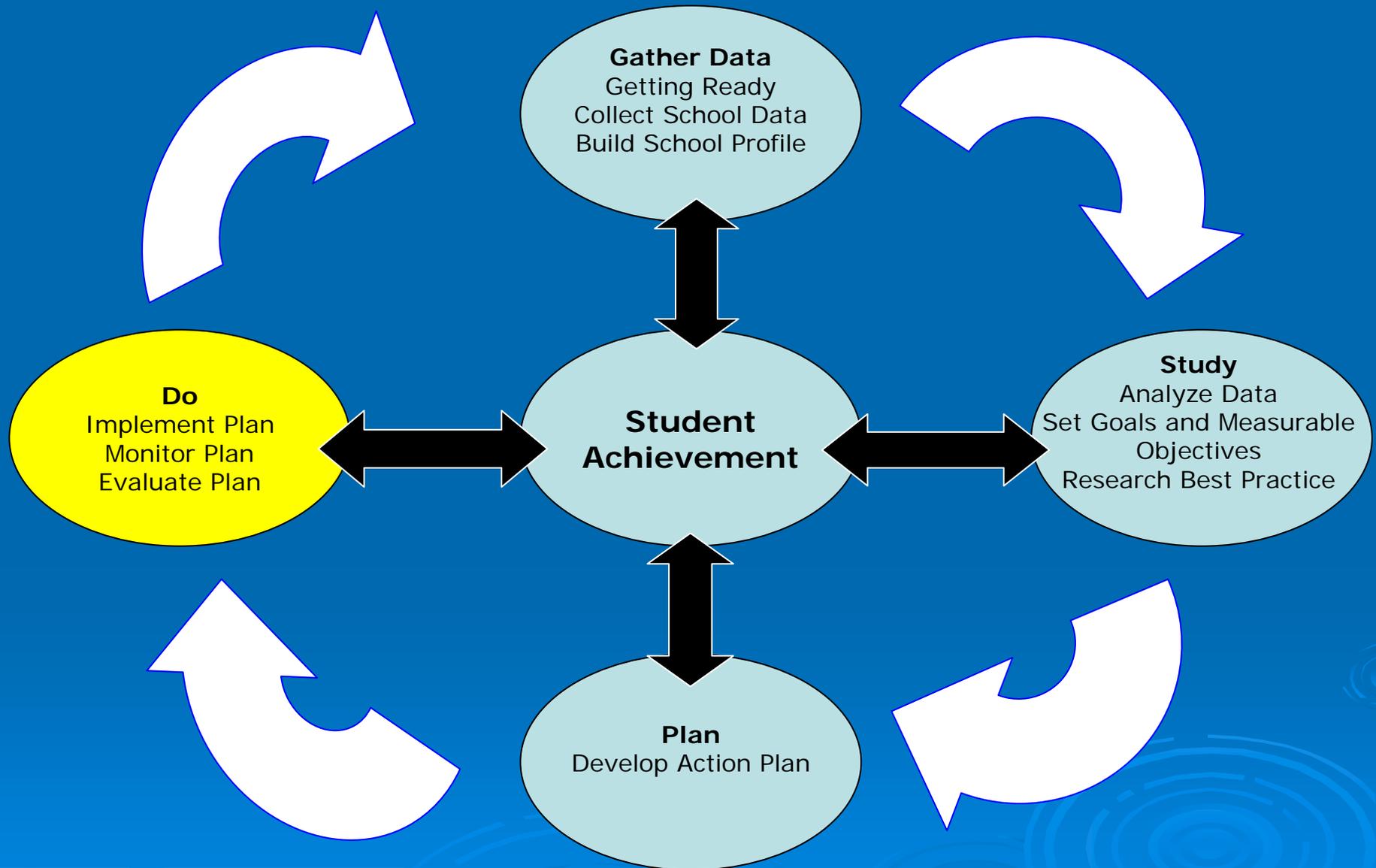
One Common Voice – One Plan School Improvement Module 5

Do: Implement Plan
Monitor Plan
Evaluate Plan



One Common Voice – One Plan

School Improvement Planning Process



One Common Voice – One Plan

Do: Overview and Vocabulary

Overview

**Required Annual Evaluation:
NCLB and PA 25**

“The Big Picture”

Plan Implementation

Monitor Plan Implementation

**Evaluation of Plan
Implementation**

Evaluation of the Plan

Vocabulary

**Comprehensive Needs
Assessment (CNA)**

Public Act 25

No Child Left Behind (NCLB)

Consolidated Grant

LEA Planning Cycle

Annual Education Report



One Common Voice – One Plan

Do: Requirements

NCLB and PA 25 Require Annual Evaluation of the following:

- Implementation of the plan
- Student achievement results by sub group using data from state assessment and other indicators, and
- Modifications to plan as needed

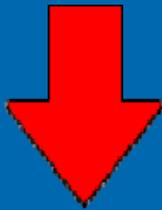
ISDs/RESAs are required by PA25 to provide technical assistance to schools and districts to develop annual evaluations.



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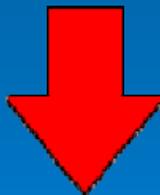
Do: Requirements

Comprehensive Needs Assessment



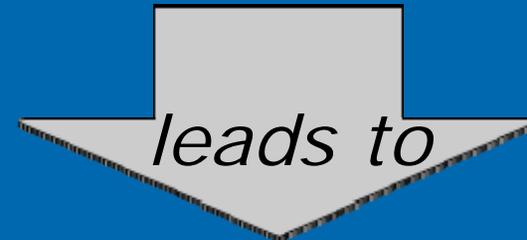
School Improvement Plan

Consolidated Grant funds utilized to support challenge areas (LEA Planning Cycle)



Annual Education Report

Where are we now?



Where do we want to go and how are we going to get there?



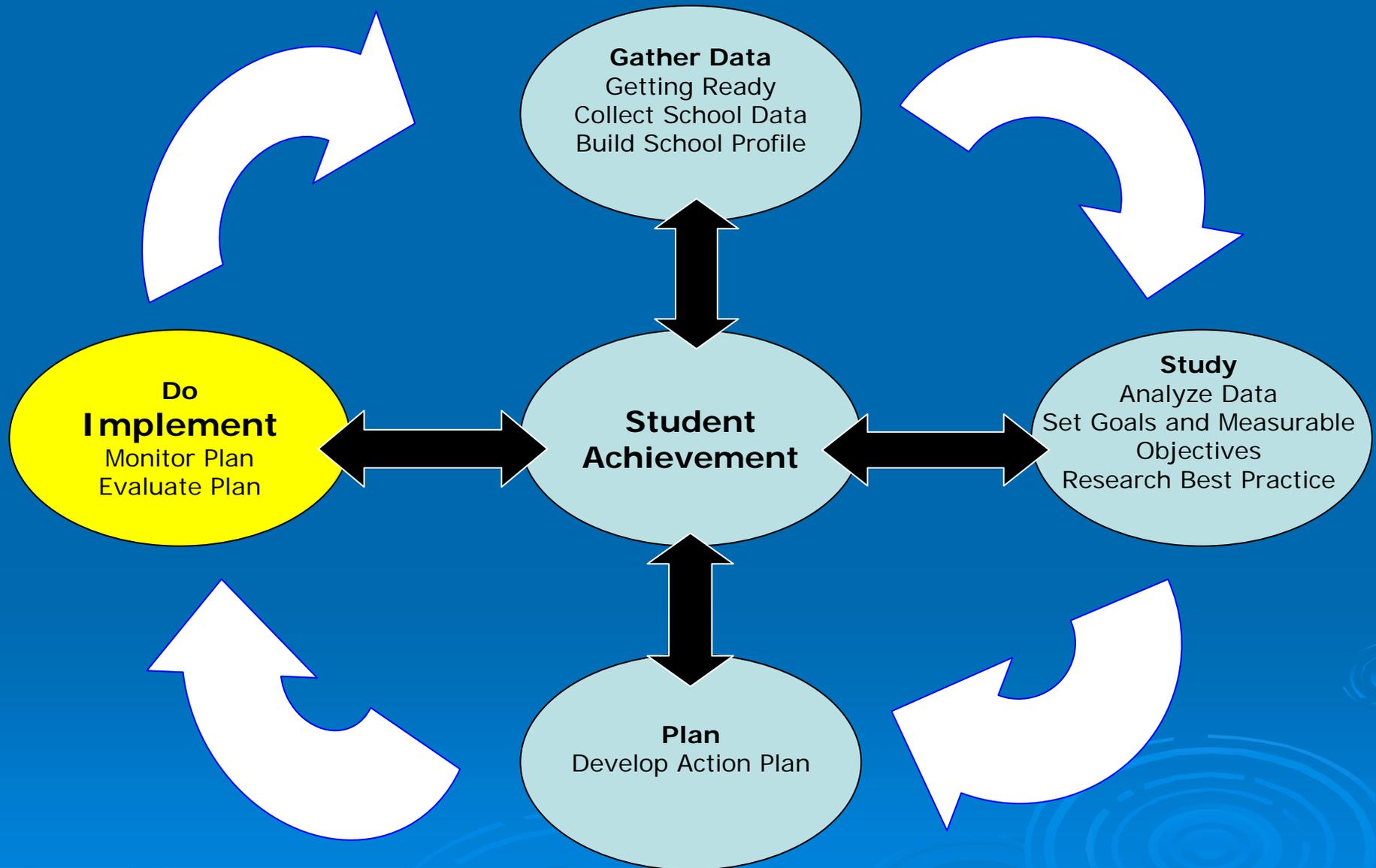
How did we do?

MAKING CONNECTIONS - THE BIG PICTURE



One Common Voice – One Plan

School Improvement Planning Process



One Common Voice – One Plan

Do: Implement the Plan

Just do it!

As you write and implement your plan, consider these questions that will help when you need to evaluate the **implementation** of your plan.

- How will we make sure action steps in each goal are moving forward under the identified timelines?
- How will we know that action steps are being implemented by staff with fidelity?
- What is our structure for the school improvement team meetings to discuss progress throughout the year?



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Do: Implement the Plan

There is a Sharing Decision Making module that is available at:

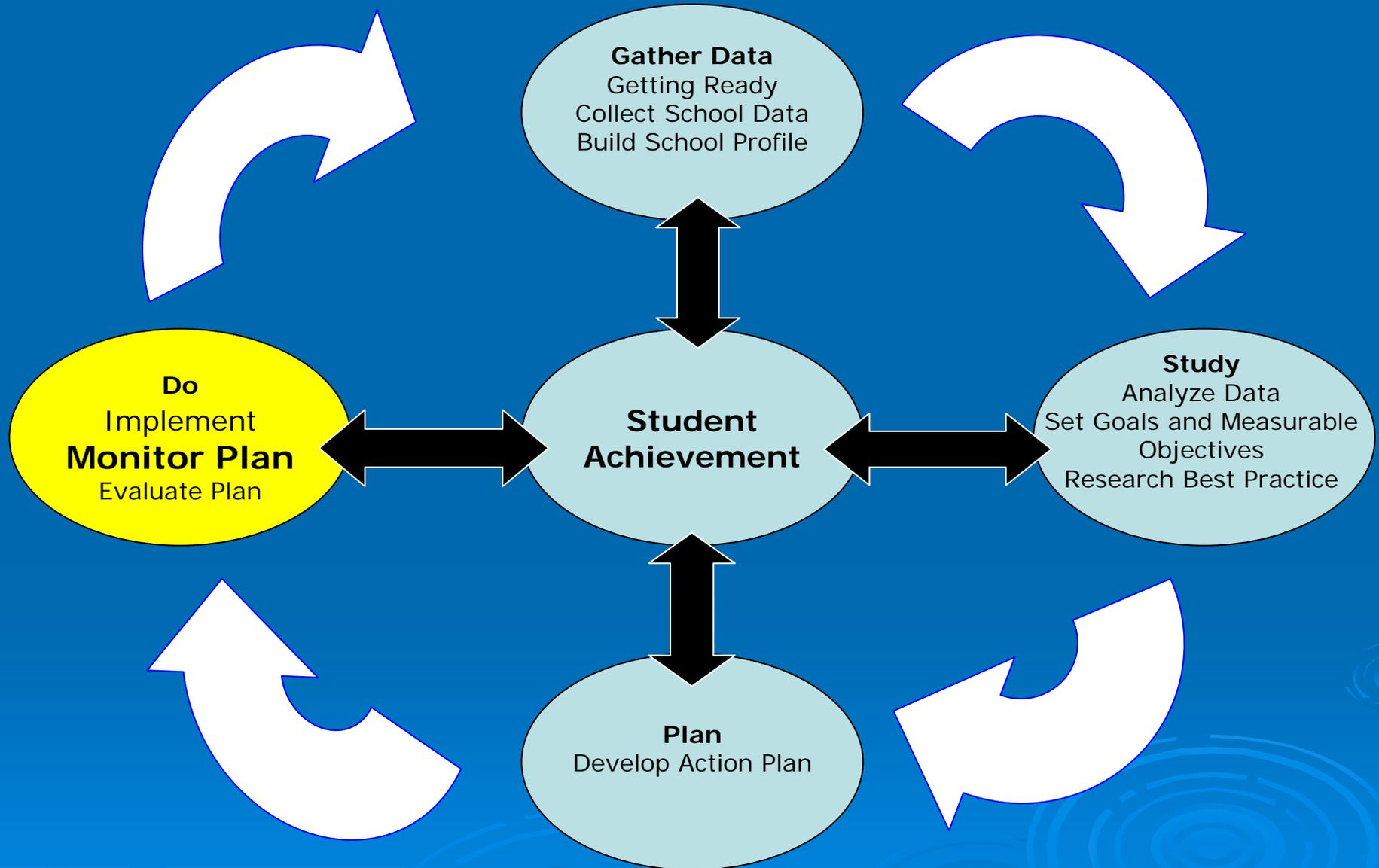


[Mi Map Sharing Decision Making](#)
(See Module 8-3)



One Common Voice – One Plan

School Improvement Planning Process



One Common Voice – One Plan

Do: Monitor Plan Implementation

How will we monitor our progress?

- Continue to or begin to collect data to review and monitor plan effectiveness.
- Review and adjust plan continually, if needed, to ensure implementation/ability to monitor.
- Determine who we want to communicate with along the way (staff, parents, board, etc.).
- Determine how we are going to communicate progress with all stakeholders.



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Do: Monitor Plan Implementation

- Use formative assessment for learning measures.
- Adhere to scheduled progress monitoring meetings.
- Designate staff to monitor and cheerlead.
- Use forms to help organize data and information being monitored.
- Identify what processes are working.
- Identify what processes are NOT working.



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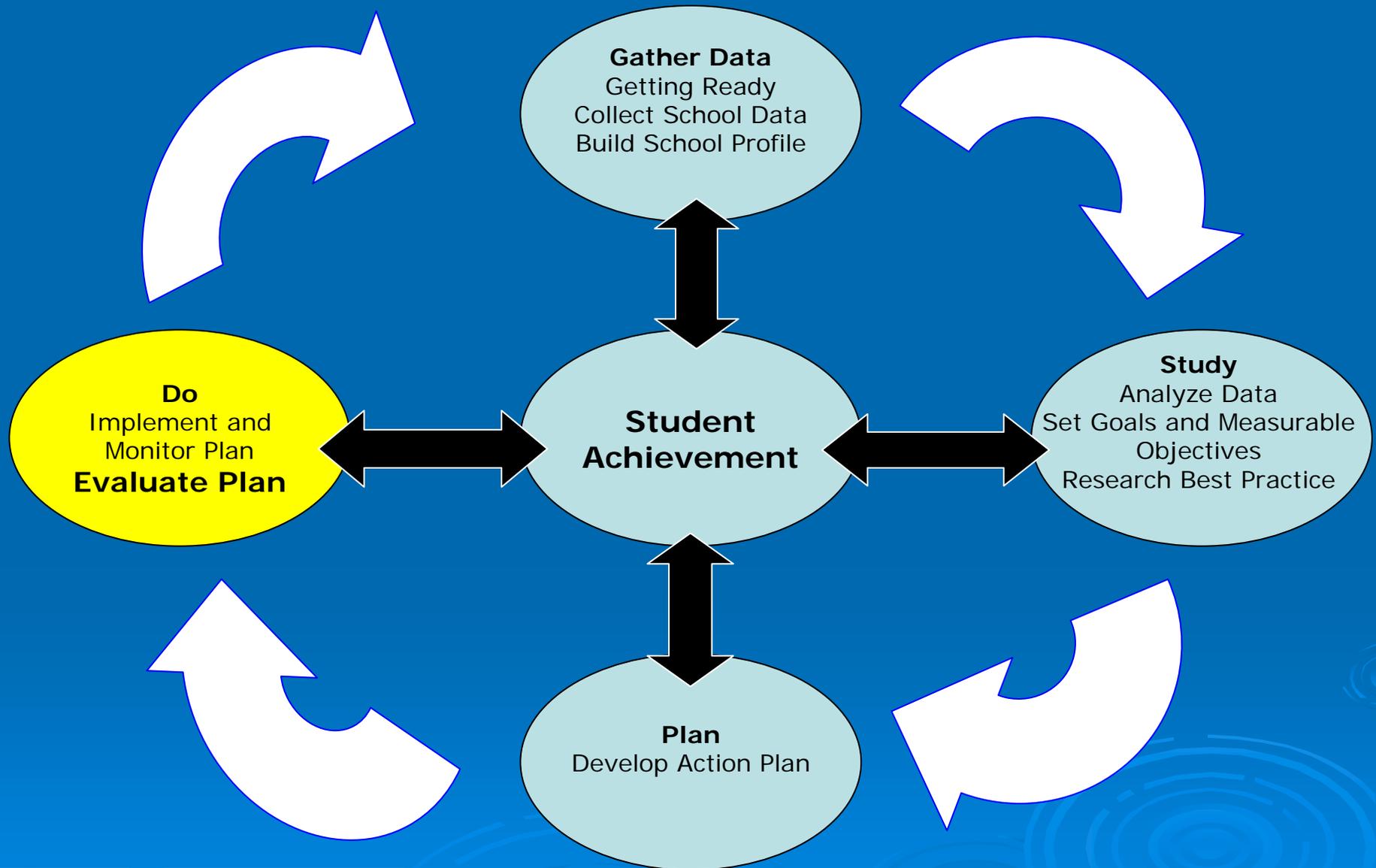
Checking for Understanding

What are your questions about implementing and monitoring the plan?



One Common Voice – One Plan

School Improvement Planning Process



One Common Voice – One Plan

Do: Evaluation of Implementation

- Did people follow through with their responsibilities as outlined in the action steps?
- Measure progress of plan implementation utilizing process/measures identified in the action plan.
 - Have the measures to assess effectiveness of the plan been implemented?
 - Are additional measures needed to more effectively monitor plan implementation?



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Do: Evaluation of Implementation

- Even the best plans meet with unpredictable obstacles and distractions.
- If implementation of some action steps are problematic, ask why, and modify to increase the likelihood of effective implementation.
- Determine when these changes/modifications should be started.



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Do: Evaluation of Implementation

Determine...

- Any modifications or changes that will need to be made in the implementation of the plan based on the evaluation.
- If additional measures are needed; such as perception data from focus groups, conversations with staff, and/or additional surveys.

This may be a great time to conduct focus groups or to re-administer perception surveys to staff, parents, and students.



Improvement Plan Review of Plan Implementation

This form helps School Improvement Teams review the implementation progress, adjust the plan, and consider issues and barriers to meeting the goals and objectives identified in the school improvement plan.

Schools should review the current school improvement plan and assess the level of implementation of **all** the strategies/interventions, and action steps identified in the plan.

Student Performance Goal area:

Specific skills to be learned by the student:

Objective (s) to support this goal area:

Were all the strategies developed to support this objective implemented?

If not, why not?

Were all activities developed to support this strategy implemented?

If not, why not?

Were the identified resources available and utilized to support this goal area?

Yes No

If not, why?



One Common Voice – One Plan

Do: Evaluate the Impact on Student Achievement

The School Improvement Team's role shifts from driving the process to helping determine the degree to which the strategies and activities are making a difference in student achievement and how to strengthen the various school improvement initiatives.



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Do: Evaluate the Impact on Student Achievement

- Review progress in the Comprehensive Needs Assessment School Data Analysis and School Process Analysis. Use the Summary Report to assess the overall impact of the school improvement plan.
- The team collects and analyzes data from the state, national, and classroom-based assessments, and other measures, to determine if school improvement goals were met, and if the action plans were successful in improving student achievement.



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Do: Evaluation of Impact on Student Achievement

- Monitor the progression of the action plan and its impact on student achievement.
- How will we know that the action steps are making a difference in student achievement?



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Do: Evaluate the Impact on Student Achievement

- Is student achievement improving?
- How close did the school come to the measurable goal objectives that were set?
- Are there gaps in the performance of any sub group(s)?



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Do: Evaluate the Impact on Student Achievement

- It is also critical that the School Improvement Team structure opportunities to celebrate success, no matter how small.
- Celebrating successes reinforces valued performance and reminds the school community that however challenging, school improvement results in improved academic performance.



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Do: Plan Evaluation

- The process is cyclical, and evaluation data should inform the next cycle of planning.
- The ultimate goal is to have improvement strategies take hold and become so internalized that they become part of the school culture.



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Do: Plan Evaluation

- Continuous improvement means there are always other ways to improve.
- Measure the effectiveness of your strategies using both summative and formative data on student achievement.
- Bring the planning process full circle –
 - What do we continue to do?
 - What do we stop doing?
 - What do we need to “tweak”?
- The School Improvement Team can:
 - Move on to new goals when original goals are achieved.
 - Regroup, revise the action plan, and continue with the process heading into the following year.



One Common Voice – One Plan

Do: Evaluate the Impact on Student Achievement

Student Performance Goal/Objective area:

Intended Outcome:

Does summative student achievement data indicate that this objective has been met?

Has the school/district met AYP in this content area?

Has each subgroup met AYP?

If not, what progress has been demonstrated?

What barriers or challenges have occurred since the plan was written?

What steps should be taken to address these barriers or challenges?

Does the School Improvement Plan need to be adjusted to reflect any of the above information? If so how will it be adjusted?

Did this plan build sustainability over time and how? (What systems need to be in place to sustain change over time?)



One Common Voice – One Plan Checking for Understanding

What are your questions
about evaluating the plan?



One Common Voice – One Plan Checking for Mastery

We possess skill in the use of:

- Getting ready to begin the school improvement process.
- Collecting, selecting data, and building a profile.
- Analyzing data and identifying goals and measurable objectives.
- Identifying and prioritizing school improvement goals.
- Using research to identify and select improvement strategies and practices.
- Developing an action plan.
- Monitoring implementation of the plan.
- Evaluating the impact of the plan on student achievement.





One Common Voice – One Plan

However noble, sophisticated, or enlightened proposals for **change** and **improvement** might be, they come to nothing if teachers don't adopt them in their own classrooms and if they don't translate them into **effective classroom practices**.

