



School Improvement

"Whatever It Takes"



Are we there yet?



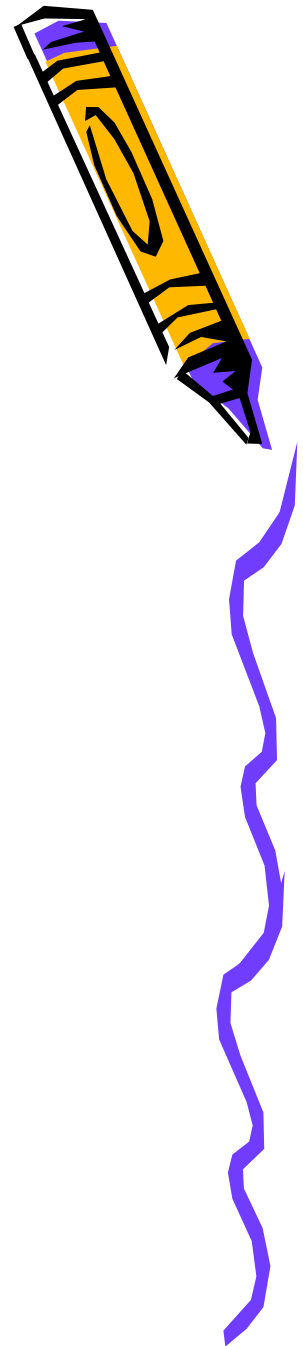
Patrick Dillon

HCISD

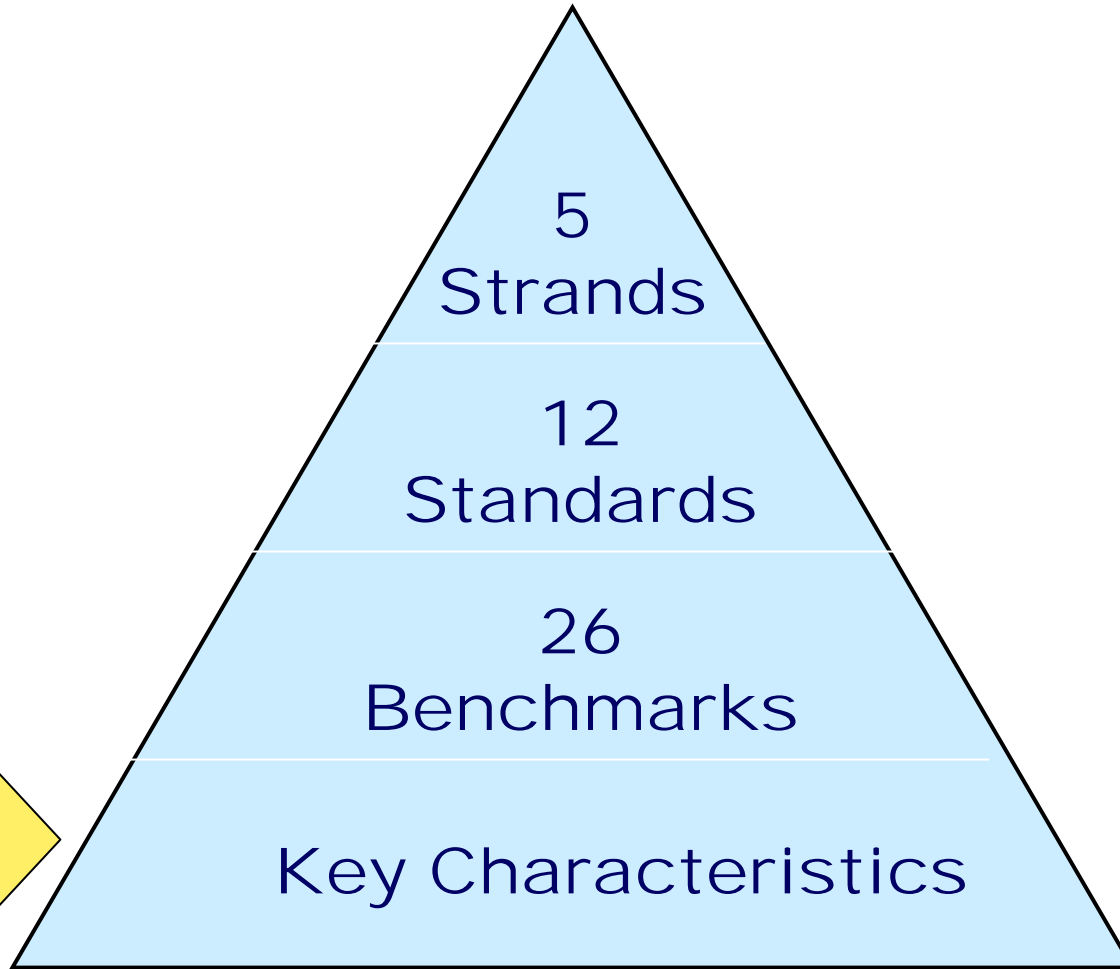
Back to School August
31 2006

School Improvement Fundamentals

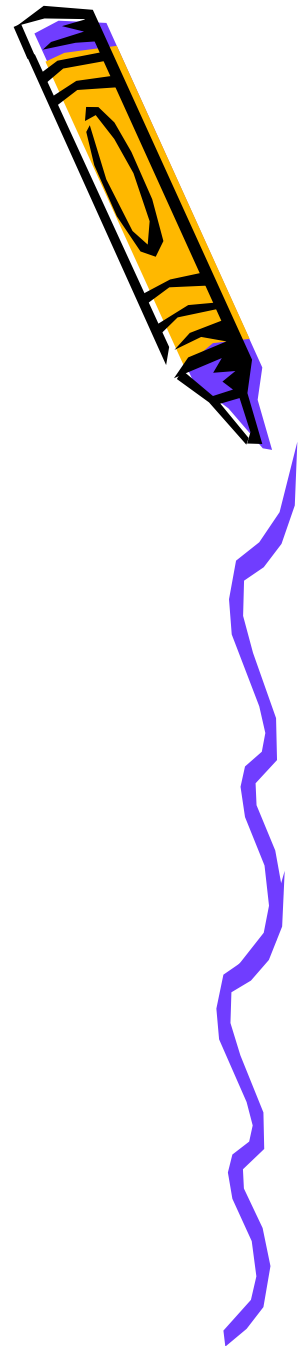
Framework/Foundation
Process/Steps
Resources/Professional Development



The SI Framework



Rubrics



The 5 Strands

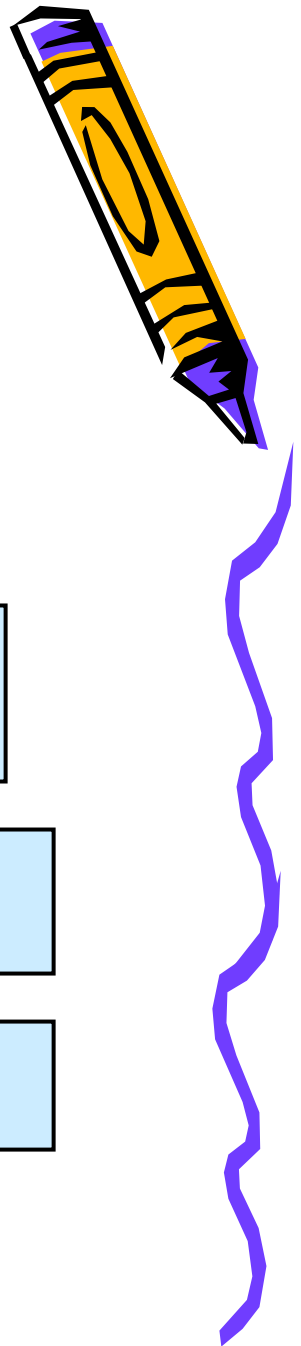
**Strand I - TEACHING for
LEARNING**

Strand II – LEADERSHIP

**Strand III - PERSONNEL & PROFESSIONAL
LEARNING**

Strand IV – SCHOOL & COMMUNITY RELATIONS

Strand V - DATA & INFORMATION MANAGEMENT



School Improvement Process



Step 1:

Assess Readiness to Benefit

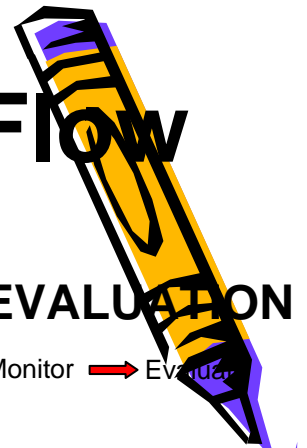
(Foundation for Planning)



1. Establish a school improvement team.
2. Assess school's readiness to plan.
3. Determine SIP team/steering committee level of knowledge in school improvement process and research-based practices.
4. Develop a School Introduction.
5. Create a school improvement planning calendar
6. Define/clarify the school's decision making process.
7. Verify/validate the school's mission statement.
8. Create a school vision statement.



School Improvement Process Flow



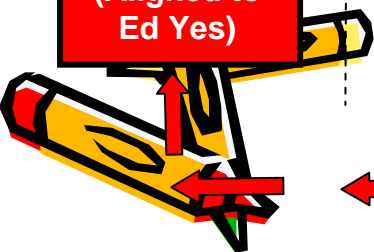
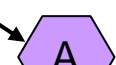
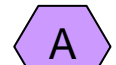
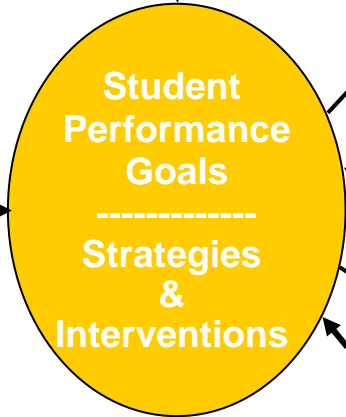
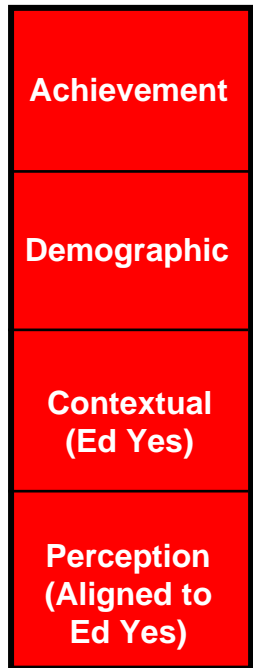
DATA

SCHOOL PROFILE

ACTION PLAN

EVALUATION

Collect → Analyze → Narratives → Goal Target Areas → Goals → Strategies/Interventions → Activities → Monitor → Evaluate



School Improvement Funding REAP

Funding Formula

- 2005/06
- 2006/07

Criteria

- Improving Student Achievement (success)
- Improving Teacher Quality
- Technology

Expenses

- School Improvement Exercises (meetings)
- Meeting Program Goals



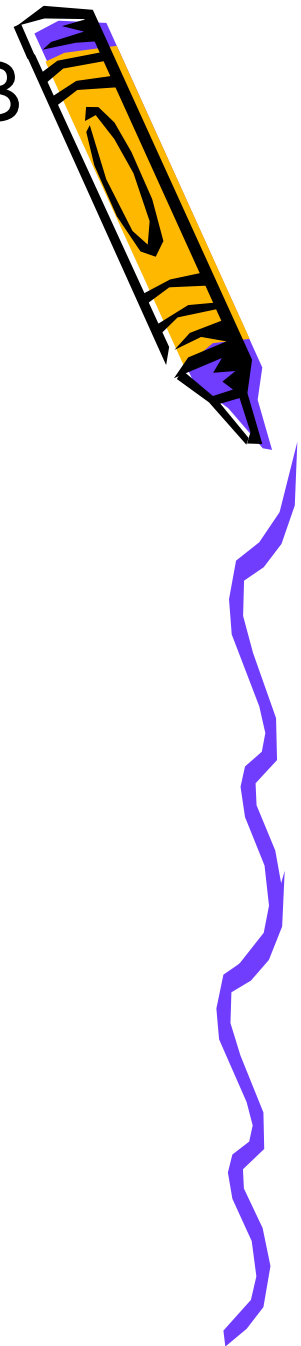
School Improvement Plan 2006/07



- Review Individual Team Progress
- Design Individual Team Profile
- Greenfield School Leadership Team
- SIP with Para Professionals
- At least two full days (four half days)
- Rubrics
- Data Data Data (collection of at least one piece of data used to drive decisions)



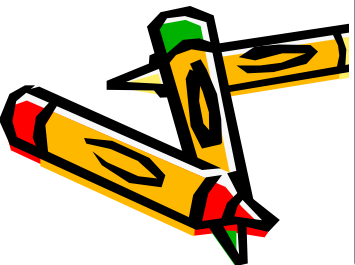
Strand I, Standard 1, Benchmark B



Rubric Example

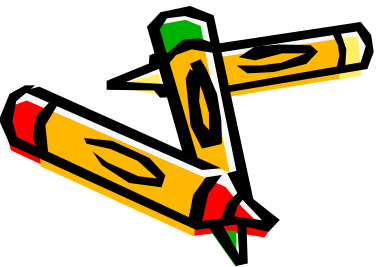
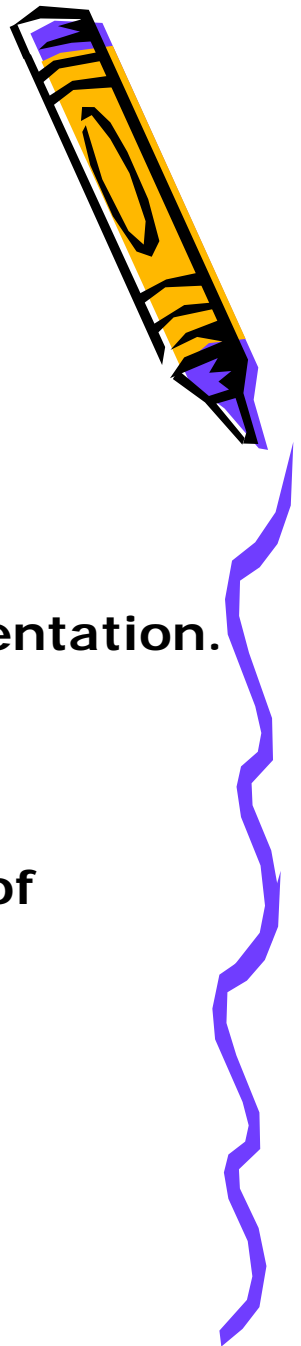
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Parents</p> <p>Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.</p>	<p><input type="checkbox"/> The primary opportunity for parents to receive information about the curriculum occurs at an annual school event. Any additional opportunities to have information regarding curriculum expectations are at the initiative of the parent.</p>	<p><input type="checkbox"/> Parents have access to general information regarding curriculum expectations including the goals and objectives of each unit of study through written materials provided.</p> <p><input type="checkbox"/> School procedures encourage parents to contact their child's teacher should questions or concerns arise regarding the curriculum.</p>	<p><input type="checkbox"/> The school communicates to all parents, detailed information about the curriculum including goals, objectives, activities and accompanying assessments of all units of study.</p> <p><input type="checkbox"/> The school schedules periodic large group (grade level, classroom or content area) sessions at which time information regarding the curriculum is presented. Follow-up is provided for any individual questions that arise.</p>	<p><input type="checkbox"/> Parents are provided detailed information regarding the goals and objectives, activities and assessment measures of each unit of study through a variety of sources.</p> <p><input type="checkbox"/> Parents are provided face-to-face individual opportunities to understand the curriculum and to clarify any aspects they do not understand.</p> <p><input type="checkbox"/> All parent information regarding the curriculum is translated into the primary languages of the school population.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<p><input type="checkbox"/> Districtwide/school one-way communications</p>	<p><input type="checkbox"/> Websites, curriculum calendars, newsletters and other media</p> <p><input type="checkbox"/> Accommodations for non-English speakers</p>
<p><input type="checkbox"/> Two-way parent communications</p>	<p><input type="checkbox"/> Open House, parent activity nights and curriculum nights</p>
<p><input type="checkbox"/> Curriculum documents</p>	<p><input type="checkbox"/> Curriculum broken down into various formats and specificity based upon audience</p> <p><input type="checkbox"/> Accommodations for non-English speakers</p>
<p><input type="checkbox"/> School accommodations</p>	<p><input type="checkbox"/> Provision of transportation, telephone contacts, individual assigned to communicate with specific groups of parents</p>



Rubrics Intent

- Further defines and gives meaning to the School Improvement Framework.
- Helps to visualize a “continuum of practice.”
- Facilitates a conversation based upon a common language.
- **Promotes self-assessment of current level of implementation. Provides a description of the next level of success.**
- Describes exemplary practice.
- Suggests sources of documentation to validate level of implementation.



We'll know we've arrived when...

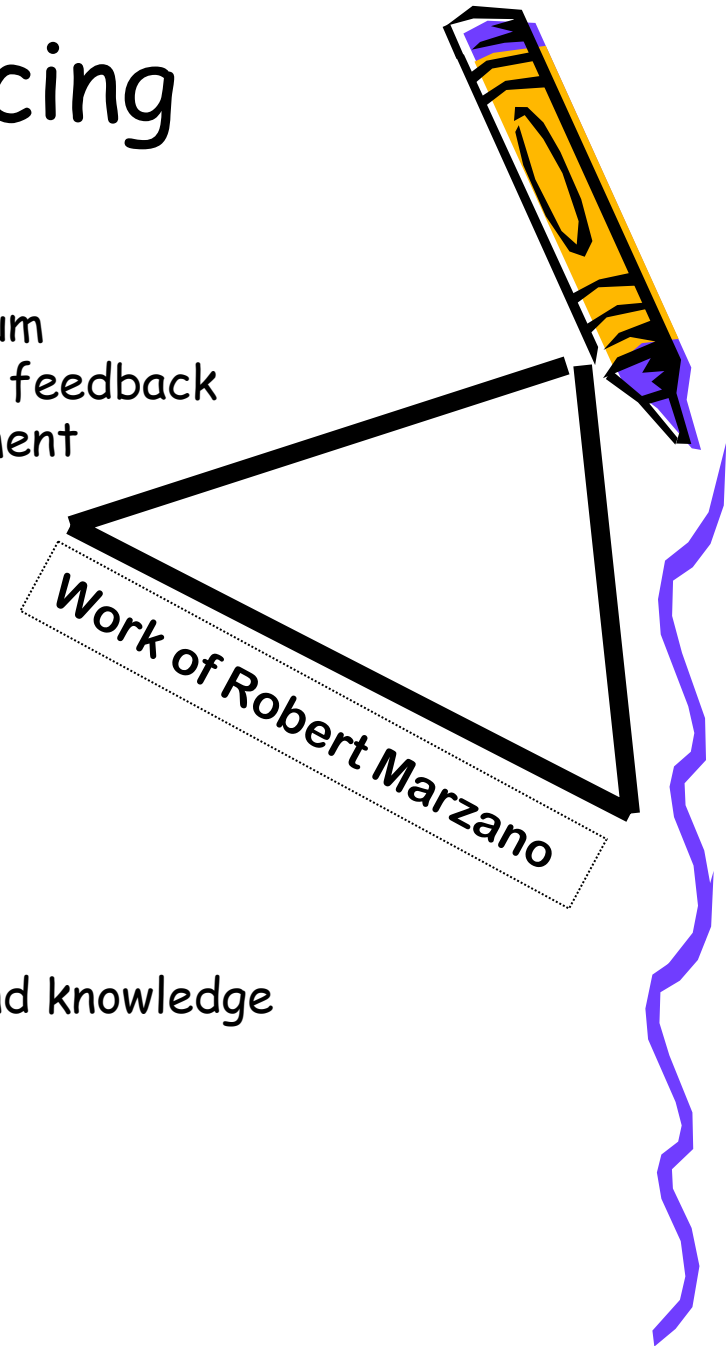


- Staff members share an experience of looking at their own data about a single question to see what it could tell them, and discussing its usefulness.
- Staff members have discussed the implications of their own data about a single question and identified strategic plan for responding.
- Staff members agree on one kind of additional data that will be useful to them in making decisions.
- Stakeholders are willing to collect and analyze additional local school data for strategic planning



Factors Influencing Success

- School
 - Guaranteed and viable curriculum
 - Challenging goals and effective feedback
 - Parent and community Involvement
 - Safe and orderly environment
 - Collegiality and Professionalism
- Teacher
 - Instructional strategies
 - Classroom Management
 - Classroom curriculum design
- Student
 - Home environment
 - Learned intelligence/background knowledge
 - Motivation



One final thought

Apologizing for the editorial

Would you rather be lucky or good?

Funny how it seems that those who are good tend to have more luck

