PENNSYLVANIA DEPARTMENT OF EDUCATION
A Framework for Continuous School Improvement Planning
(Summer 2009)

GETTING RESULTS

Continuous School Improvement Plan
Gen 6 - 2 Year Plan
Required for Schools in School Improvement I, Corrective Action I,
Corrective Action II (2nd Year and Beyond),
Making Progress in School Improvement II,
Making Progress in Corrective Action II
Optional for Schools in Warning and Met AYP

SCHOOL:	
DISTRICT:	
INTERMEDIATE UNIT (IU):	
PRINCIPAL:	
ADDRESS:	
CITY:	**ZIP CODE:**
PHONE:	**FAX:**
EMAIL:	**DATE:**
TITLE I SCHOOL? *(check one):* __ Yes __ No	

Please indicate your school's most recent NCLB/AYP status:

(Met AYP   School Improvement I   Corrective Action II (2nd year and beyond)   Making Progress in Corrective Action II

(Warning   Corrective Action I   (Making Progress in School Improvement II

Commonwealth of Pennsylvania
Edward G. Rendell, Governor

Department of Education
Dr. Gerald L. Zahorchak, Secretary

Office of Elementary and Secondary Education
Diane Castelbuono, Deputy Secretary

Bureau of Assessment and Accountability
Dr. Shula Nedley, Director

Bureau of Teaching and Learning Support
Dr. Ed Vollbrecht, Director

Division of School District Planning and Continuous Improvement
Sheri Rowe, Chief

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

INTRODUCTION

GETTING RESULTS is the continuous school improvement planning framework uniquely customized for the Commonwealth of Pennsylvania. This version of **GETTING RESULTS** builds on the experiences and recommendations of Pennsylvania schools, districts, and Intermediate Units since it was first released in fall 2003. It incorporates current thinking and priorities of the Pennsylvania Department of Education regarding continuous school improvement.

GETTING RESULTS outlines the phases vital to developing a results-focused continuous school improvement plan (Figure 1).

Phase 1– **ORGANIZE and REVIEW DATA** – emphasizes the need for multiple data sources, including summative, formative, and perceptual.

Phase 2 – **ANALYZE DATA and DISCOVER Root Cause** – offers worksheets for analyzing data from multiple data sources and finding the underlying causes of the state of student achievement. This phase is based on the **six components of Pennsylvania's Standard Aligned System** (Figure 2) - Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials and Resources, Interventions.

Phase 3 – **PLAN SOLUTION** – aligns analysis of data and root cause with strategic action planning.

Phase 4 – **IMPLEMENT the PLAN** – The school improvement plan must be a living, breathing document that is routinely revisited and monitored by the administration and leadership team of the school.

Phase 5 – **ANALYZE EVIDENCE of EFFECTIVENESS –** guides reflection of plan implementation. How was the plan implemented? How do you know if it was effective?

Phase 6 – **REVISE the PLAN** – makes refinements and revisions after a status review of the two year plan.

Phase 7 – **IMPLEMENT the REVISION** – The revised school improvement plan is an addendum to your two year plan and refines and focuses school improvement efforts.

We welcome your comments and suggestions for improvement. Please send them to: Division of School District Planning and Continuous Improvement, Pennsylvania Department of Education at ra-sip@state.pa.us.

Year 1

Year 2

**Figure 1: The Phases of Continuous Improvement Planning
For a Two Year Plan**

Year 1

**Phase 1
Organize and
Review the Data**

**Phase 2
Analyze Data
and Discover
Root Cause**

**Phase 7
Implement the
Revision**

**Phase 3
Plan Solution**

**Continuous
Improvement
Process**

**Phase 4
Implement
the Plan**

**Phase 6
Revise the Plan**

**Phase 5
Analyze
Evidence of
Effectiveness**

Year 2
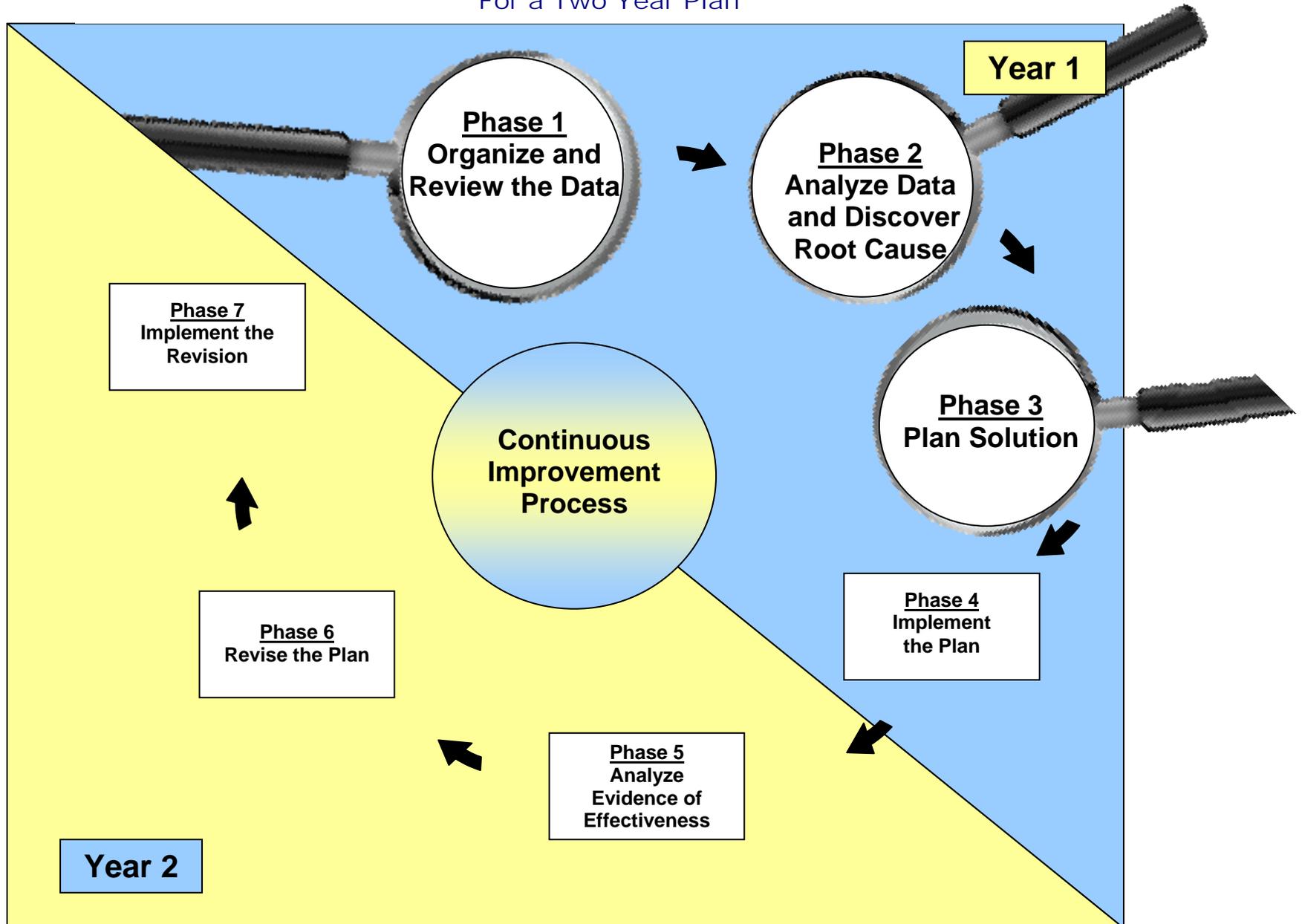
Figure 2: Pennsylvania's Design for Continuous School Improvement

Pennsylvania's design for continuous school improvement focuses on six core components of a standards aligned system which are required to provide a consistent environment in which comprehensive student achievement is possible. The design provides a common framework for work at all levels: school, district, Intermediate Unit (IU), and state levels. This common set of "organizers" ensures state-wide consistency and coherence in the design of programs, tools, technical assistance, and targeted supports.

The GOAL

STRONG RESULTS FOR STUDENTS

Every student by name regardless of background, condition or circumstance…

1. Is proficient in the core subjects

2. Graduates from high school, ready for college <u>and</u> career

3. Achieves high outcomes
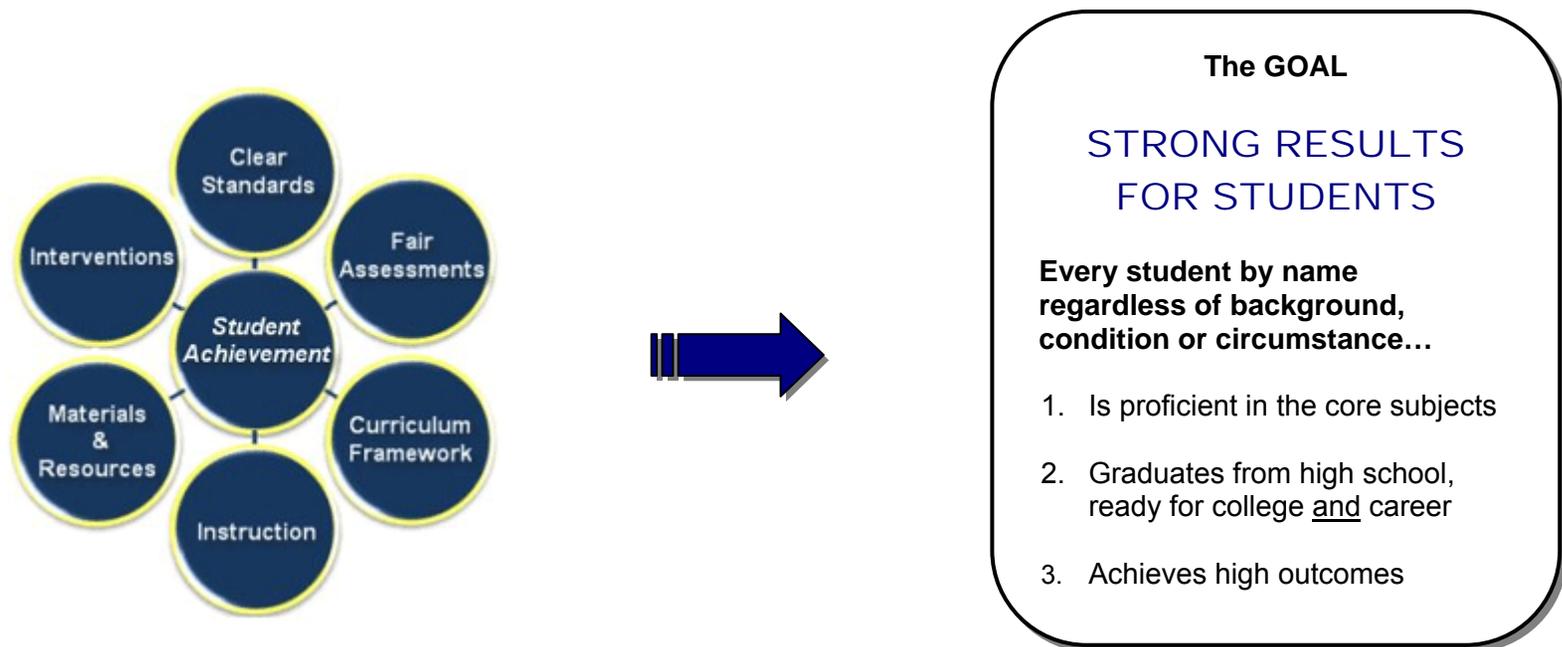
For additional information about Pennsylvania's Standard Aligned System visit the Education Hub located at: http://www.edportal.ed.state.pa.us/

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PHASE 1: ORGANIZE and REVIEW DATA - The goal of Phase 1 is to identify, organize and review the student achievement data you will consider as you develop your continuous improvement plan.
- ♦ Worksheet 1: Identify School Improvement Team Members
- ♦ Worksheet 2: AYP Results – Plan Requirements

PHASE 2: ANALYZE DATA and DISCOVER ROOT CAUSE - The goal of Phase 2 consists of two critical exercises: 1) Analyzing the current state of student achievement, using data from multiple sources. 2) Finding the underlying causes (root cause) of the current state of student achievement.
- ♦ Worksheet 3 – Analyze Locally Relevant Data
- ♦ Worksheet 4 – Synthesize Locally Relevant Data
- ♦ Worksheet 5 – Analyze Reading Data
- ♦ Worksheet 6 – Synthesize Reading Data
- ♦ Worksheet 7 – Find Root Cause Using Foundational Guiding Questions for Reading
- ♦ Worksheet 8 – Analyze Math Data
- ♦ Worksheet 9 – Synthesize Math Data
- ♦ Worksheet 10 – Find Root Cause Using Foundational Guiding Questions for Math

PHASE 3: Plan Solution - The goal of Phase 3 is to "pull everything all together" by compiling a detailed action plan to be implemented by the school.   Phase 3 begins with setting student achievement improvement goals for this planning cycle, followed by the specific tasks that must be completed to meet those goals.
- ♦ Worksheet 11 – Set Student Achievement Improvement Goals
- ♦ Worksheet 12 – Set Locally Relevant Improvement Goals
- ♦ Action Sequences – Reading
- ♦ Action Sequences – Math
- ♦ Action Sequences – Attendance/Graduation/Other
- ♦ Action Sequence – Parental Involvement
- ♦ Action Sequence – Professional Development

PHASE 4 – The goal of Phase 4 is to implement the Action Plan.
- ♦ Action Sequence – Student Achievement Monitoring Tool

ASSURANCES
- ♦ Title I Assurances – NCLB Requirements
- ♦ Assurances of Quality & Accountability

PHASES 5, 6, and 7 can be found in the Getting Results – Revision Tool.

Phase 1 - Organize and Review Data

| Worksheet 1 | IDENTIFY SCHOOL IMPROVEMENT TEAM MEMBERS |

Directions: List the members of your School Improvement Team and their roles. Members must include: principal/CAO, at least one regular education teacher, and at least one special education teacher. Other suggested members: central office staff, curriculum specialists, instructional coaches, parents, ESL teachers, support staff.

School Improvement Team:	Position/Role:

Worksheet 2   **AYP RESULTS – PLAN REQUIREMENTS**

Directions: This worksheet helps schools identify what must be addressed in Phase 3 – Plan Solution. If the school met all target areas without special provision, proceed to Worksheet 3, Locally Relevant Data Analysis. This information was gathered from http://paayp.emetric.net/.

Academic Performance

- The school must address academic performance for any relevant subgroup (N≥ 40) in any area where the school failed to make AYP (✖).
- The school must address academic performance for any relevant subgroup (N≥ 40) in any area where the school met AYP through one of Pennsylvania's special provisions. (ie. Safe Harbor, Confidence Interval, etc.)

ACADEMIC PERFORMANCE	Did Not Make AYP	Made AYP By Special Provision	Made AYP	Special Provisions Legend
Reading				✔ Group met target
				CI Group met target using Confidence Interval
				SH Group met target using Safe Harbor
				SHC Group met target using Safe Harbor with Confidence Interval
				GM Group met target using Growth Model
Math				PPI Group met target using Pennsylvania Performance Index (2008 only)
				A Group met target using an Appeal
				PXY Group met target using Proxy
				✖ Group did not meet target
				- Fewer than 40 students tested

Test Participation, Attendance (K-8 Only), Graduation (High Schools Only)

- The school must address participation if the school did not (✖) make the 95% AYP target. Participation data needs to be analyzed and addressed in the Action Sequence.
- The school must address attendance if the school did not make the AYP target (✖). Attendance data needs to be analyzed and addressed in the Action Sequence.
- The school must address graduation if the school did not make the AYP target (✖). Graduation data needs to be analyzed and addressed in the Action Sequence.

OTHER TARGET AREAS	Test Participation	Attendance/Graduation

**Phase 2 - Analyze Data/
Discover Root Cause**

Worksheet 3		ANALYZE LOCALLY RELEVANT STUDENT DATA

✥ **What you need to do:**
♦ As a team, answer the Guiding Questions below relative to locally relevant data and provide evidence to support your answer.
♦ Use the data analysis from this worksheet to summarize areas of strength or concern on Worksheet 4.

		DATA & INQUIRY	No 👎	Yes 👍	SUPPORTING EVIDENCE
Whole School	1	The school met the AYP target for Attendance. (K-8 Only) Data source: (paayp.emetric.net)			
	2	The school met the AYP target for Graduation. (High School Only) Data source: (paayp.emetric.net)			
	3	There is evidence that behavior referrals occur equally from all times of day and locations in the school.			
	4	There is evidence that students are actively engaged in instruction in all curricular areas and at all times throughout the day.			
	5	There is evidence that students who are new to the school score similarly on the PSSA to those students who are not new.			

		DATA & INQUIRY	No 👎	Yes 👆	SUPPORTING EVIDENCE
Grade Level	6	There is evidence that students in all grades have a similar absentee rate.			
	7	There is evidence that students in all grades have a similar dropout rate. (High Schools Only)			
	8	There is evidence that students in all grades have a similar behavior referral rate.			
Subgroup Level	9	There is evidence that students in all relevant subgroups have a similar absentee rate.			
	10	There is evidence that students of all relevant subgroups have a similar graduation rate. (High Schools Only)			
	11	There is evidence that all relevant subgroups have an equally representative rate of behavior referrals.			

Worksheet 3 (optional)	**ANALYZE LOCALLY RELEVANT STUDENT DATA – OTHER CONTENT AREAS**

✎ **What you need to do:**

♦ Identify other locally relevant data to be included in your analysis of the current state of student achievement (ie. writing, science, etc.).

♦ Use the data analysis from this worksheet to summarize areas of strength or concern on Worksheet 4.

Local Assessments Content & Data Source	**Data Statement** What do you see in the data?
(Please describe)	
(Please describe)	

	Phase 2 - Analyze Data/ Discover Root Cause

Worksheet 4	**SYNTHESIZE LOCALLY RELEVANT DATA**

✎ **What you need to do:**
♦ Compile below the areas of strength and concern identified from the locally relevant data sets.
♦ If the school did not meet the target for graduation or attendance, this must be addressed in the Action Sequence.

	AREAS OF STRENGTH	AREAS OF CONCERN
Attendance/ Graduation/Behavior	1. 2. 3.	1. 2. 3.
Other (Optional)	1. 2. 3.	1. 2. 3.

	Phase 2 - Analyze Data/
	Phase 2 - Analyze Data/ Discover Root Cause

Worksheet 5	**ANALYZE READING DATA**

> ✎ **What you need to do:**
> ♦ Read through the analysis of your READING data.
> ♦ Use this analysis to identify READING areas of strength and concern on Worksheet 6.

		DATA INQUIRY	No ☞	Yes ☞	DATA STATEMENTS
Whole School	R1	At least 63% of the students in the school were advanced or proficient in READING. Data source: (paayp.emetric.net)			
	R2	The school made AYP in READING in all target areas without special provisions. Data source: (paayp.emetric.net)			
	R3	The school met or exceeded a year's worth of growth in READING. Data source: PVAAS School Value Added Report, Mean Gain over Grades Relative to Growth Standard (pvaas.sas.com)			
	R4	The school-wide trend for the past 3 years reflects an increase each year in the percent of proficient or advanced students in READING. Data source: eMetric (pssa.emetric.net)			

Grade Level		DATA INQUIRY	No	Yes	DATA STATEMENTS
	R5	The school met the AYP target for Participation in READING for all relevant student groups. Data Source: (paayp.emetric.net)			
	R6	Every grade in the school met or exceeded the NCLB READING target of 63% proficient or advanced. Data Source: eMetric – 3 Year Portrait (pssa.emetric.net)			
	R7	Every grade in the school met or exceeded a year's worth of growth in READING. Data Source: PVAAS - School Value Added Report (pvaas.sas.com)			
	R8	Every grade that did NOT meet the proficiency target met or exceeded a year's worth of growth in READING. Data Source: eMetric & PVAAS School Value-added Report (pssa.emetric.net) and (pvaas.sas.com)			
	R9	Every predicted proficiency group (below basic, basic, proficient, advanced) in each grade met or exceeded a year's worth of growth in READING. Data Source: PVAAS – School Performance Diagnostic Summary (pvaas.sas.com)			

		DATA INQUIRY	No 👆	Yes 👆	DATA STATEMENTS
Subgroup Level	R10	Each tested grade has at least 63% of the students in the 70% -100% probability range of reaching proficiency in READING at the next tested grade. Data Source: PVAAS Grade Projection Summary for Reading (pvaas.sas.com)			
	R11	Every grade level trend for the past 3 years reflects an increase each year in the percent of proficient or advanced students in READING. Data source: eMetric (pssa.emetric.net)			
	R12	Each relevant subgroup (N≥ 40) closed the achievement gap in READING between itself and the overall student group. Data source: eMetric – 3 Year Portrait (pssa.emetric.net)			
	R13	Every relevant subgroup (N≥ 40) met or exceeded the NCLB READING target of 63% proficient or advanced. Data Source: (paayp.emetric.net)			

OTHER LOCALLY RELEVANT READING DATA (OPTIONAL)

Directions: Enter data from local relevant READING assessments that provide additional information about student achievement.

Reading Assessments	Data Statement What do you see in the data?

Phase 2 - Analyze Data/ Discover Root Cause

Worksheet 6

SYNTHESIZE READING DATA

✎ **What you need to do:**
♦ Prioritize areas of strength and areas of concern identified from the analysis of READING achievement and growth data into the chart below.
♦ Identify only the "vital few" for root cause analysis.

	SUMMARIZE AND PRIORITIZE AREAS OF STRENGTH AND AREAS OF CONCERN	
	AREAS OF STRENGTH	**AREAS OF CONCERN**
Reading	1.	1.
	2.	2.
	3.	3.

Read each statement, check yes or no, and support with data from Worksheet 5.

Issue	Yes	No	Supporting Evidence
Does the data point to a whole school, weakness in READING?			
Does the data point to a grade level weakness in READING?			
Does the data point to a subgroup weakness in READING?			

| **Worksheet 7** | **FIND ROOT CAUSE USING FOUNDATIONAL GUIDING QUESTIONS for READING** |

✎ **What you need to do:**

♦ Answer the Foundational Guiding Questions below relative to the student achievement Areas of Concern for READING from Worksheet 6.

♦ For each response to a Foundational Guiding Question, provide evidence to support your answer.

♦ Each NO answer points to a Root Cause, and each YES points to a success.

	FOUNDATIONAL GUIDING QUESTIONS	Content Area	No	Yes	SUPPORTING EVIDENCE
1	Is there strong, observable evidence that the ***standards-aligned curriculum and instructional practices are consistently implemented across all classrooms?***	**Reading**			
2	Is there strong, observable evidence that school staff regularly uses ***standards-aligned benchmark assessments to monitor and adjust instructional practices***?	**Reading**			
3	Is there strong, observable evidence that struggling students ***are identified early and are supported by an intervention infrastructure with a system for monitoring effectiveness?***	**Reading**			
4	Is there strong, observable evidence that <u>all</u> students (e.g. English Language Learners, students with disabilities etc.) have ***access to challenging, on-standard curriculum and rigorous assignments?***	**Reading**			

	FOUNDATIONAL GUIDING QUESTIONS	Content Area	No ☞	Yes ☜	SUPPORTING EVIDENCE
5	Is there strong, observable evidence that the *effectiveness and experience of the teacher are matched to the needs of students* as equitably as possible?	**Reading**			
6	Is there strong, observable evidence that *professional development is linked directly to the school's instructional priorities; is standards-based; and is differentiated* to meet the continuous learning needs of school staff?	**Reading**			
7	Is there strong, observable evidence that school staff and administrators *meet regularly to reflect on their professional practice and the progress of student learning, through an on-going review and analysis of a variety of data and a sharing of best practices*?	**Reading**			
8	Is there strong, observable evidence that *new and/or "struggling" teachers, staff, and administrators receive timely, effective support and intervention*?	**Reading**			
9	Is there strong, observable evidence that a *significant proportion of the school's resources (e.g., money, people, time) is directed toward strategies that enhance professional practice and the core instructional program*?	**Reading**			
10	Is there strong, observable evidence that the *principal is proactively involved in aligning the components of a standards-aligned system*?	**Reading**			

Phase 2 -Analyze Data/ Discover Root Cause

Worksheet 8

ANALYZE MATH DATA

☝ **What you need to do:**
- Read through the analysis of your MATH data.
- Use this analysis to identify MATH areas of strength and concern on Worksheet 9.

		DATA INQUIRY	No 👎	Yes 👍	DATA STATEMENTS
Whole School	M1	At least 56% of the students in the school were advanced or proficient in MATH. Data source: (paayp.emetric.net)			
	M2	The school made AYP in MATH in all target areas without special provisions. Data source: (paayp.emetric.net)			
	M3	The school met or exceeded a year's worth of growth in MATH. Data source: PVAAS School Value Added Report, Mean Gain over Grades Relative to Growth Standard (pvaas.sas.com)			
	M4	The school-wide trend for the past 3 years reflects an increase each year in the percent of proficient or advanced students in MATH. Data source: eMetric (pssa.emetric.net)			

		DATA INQUIRY	No 👇	Yes 👆	DATA STATEMENTS
Grade Level	M5	The school met the AYP target for Participation in MATH for all relevant student groups. Data Source: (paayp.emetric.net)			
	M6	Every grade in the school met or exceeded the NCLB MATH target of 56% proficient or advanced. Data Source: eMetric – 3 Year Portrait (pssa.emetric.net)			
	M7	Every grade in the school met or exceeded a year's worth of growth in MATH. Data Source: PVAAS - School Value Added Report (pvaas.sas.com)			
	M8	Every grade that did NOT meet the proficiency target met or exceeded a year's worth of growth in MATH. Data Source: eMetric & PVAAS School Value-added Report (pssa.emetric.net) and (pvaas.sas.com)			
	M9	Every predicted proficiency group (below basic, basic, proficient, advanced) in each grade met or exceeded a year's worth of growth in MATH. Data Source: PVAAS – School Performance Diagnostic Summary (pvaas.sas.com)			

		DATA INQUIRY	No 👇	Yes 👆	DATA STATEMENTS
	M10	Each tested grade has at least 56% of the students in the 70% -100% probability range of reaching proficiency in MATH at the next tested grade. Data Source: PVAAS Grade Projection Summary for Math (pvaas.sas.com)			
	M11	Every grade level trend for the past 3 years reflects an increase each year in the percent of proficient or advanced students in MATH. Data source: eMetric (pssa.emetric.net)			
Subgroup Level	M12	Each relevant subgroup (N≥ 40) closed the achievement gap in MATH between itself and the overall student group. Data source: eMetric – 3 Year Portrait (pssa.emetric.net)			
	M13	Every relevant subgroup (N≥ 40) met or exceeded the NCLB MATH target of 56% proficient or advanced. Data Source: (paayp.emetric.net)			

OTHER LOCALLY RELEVANT MATH DATA (OPTIONAL)

Directions: Enter data from locally relevant MATH assessments that provide additional information about student achievement.

Math Assessments	Data Statement What do you see in the data?

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Phase 2 - Analyze Data/

</div>

Discover Root Cause

Worksheet 9	**SYNTHESIZE MATH DATA**

⍦ **What you need to do:**
- Prioritize areas of strength and areas of concern identified from the analysis of MATH achievement and growth data into the chart below.
- Identify only the "vital few" for root cause analysis.

	SUMMARIZE AND PRIORITIZE AREAS OF STRENGTH AND AREAS OF CONCERN	
	AREAS OF STRENGTH	AREAS OF CONCERN
Math	1.	1.
	2.	2.
	3.	3.

Read each statement, check yes or no, and support with data from Worksheet 8.

Issue	Yes	No	Supporting Evidence
Does the data point to a whole school, weakness in MATH?			
Does the data point to a grade level weakness in MATH?			
Does the data point to a subgroup weakness in MATH?			

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**Phase 2 - Analyze Data/
Discover Root Cause**

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Worksheet 10	**FIND ROOT CAUSE USING FOUNDATIONAL GUIDING QUESTIONS for MATH**

> ☝ **What you need to do:**
> ♦ Answer the Foundational Guiding Questions below relative to the student achievement Areas of Concern for MATH from Worksheet 9.
> ♦ For each response to a Foundational Guiding Question, provide evidence to support your answer.
> ♦ Each NO answer points to a "Root Cause" and each YES points to a success.

	FOUNDATIONAL GUIDING QUESTIONS	Content Area	No ☟	Yes ☝	SUPPORTING EVIDENCE
1	Is there strong, observable evidence that the ***standards-aligned curriculum and instructional practices are consistently implemented across all classrooms?***	**Math**			
2	Is there strong, observable evidence that school staff regularly uses ***standards-aligned benchmark assessments to monitor and adjust instructional practices***?	**Math**			
3	Is there strong, observable evidence that struggling students ***are identified early and are supported by an intervention infrastructure with a system for monitoring effectiveness?***	**Math**			
4	Is there strong, observable evidence that <u>all</u> students (e.g. English Language Learners, students with disabilities etc.) have ***access to challenging, on-standard curriculum and rigorous assignments?***	**Math**			

	FOUNDATIONAL GUIDING QUESTIONS	Content Area	No 👎	Yes 👍	SUPPORTING EVIDENCE
5	Is there strong, observable evidence that the *effectiveness and experience of the teacher are matched to the needs of students* as equitably as possible?	Math			
6	Is there strong, observable evidence that *professional development is linked directly to the school's instructional priorities; is standards-based; and is differentiated* to meet the continuous learning needs of school staff?	Math			
7	Is there strong, observable evidence that school staff and administrators *meet regularly to reflect on their professional practice and the progress of student learning, through an on-going review and analysis of a variety of data and a sharing of best practices*?	Math			
8	Is there strong, observable evidence that *new and/or "struggling" teachers, staff, and administrators receive timely, effective support and intervention*?	Math			
9	Is there strong, observable evidence that a *significant proportion of the school's resources (e.g., money, people, time) is directed toward strategies that enhance professional practice and the core instructional program*?	Math			
10	Is there strong, observable evidence that the *principal is proactively involved in aligning the components of a standards-aligned system*?	Math			

Worksheet 11 | SET STUDENT ACHIEVEMENT IMPROVEMENT GOALS

Directions: Set student achievement improvement goals in reading and math for each grade level and all relevant subgroups. You are setting goals for the **_first year_** of the two year plan. These interim goals should be rigorous and attainable with the intent of moving ALL students to proficiency.

	Student Group	Grade __	Grade __	Grade __	Grade __	Grade __	Grade __
		Goal-Year 1	Goal-Year 1	Goal-Year 1	Goal-Year 1	Goal-Year 1	Goal-Year 1
READING 2008-2010 NCLB/AYP Target 63%	Students Overall						
	White						
	Black						
	Latino/Hispanic						
	Asian/Pacific Islander						
	American Indian/Native Alaskan						
	Multi-racial/ethnic						
	IEP-Special Education						
	English Language Learners						
	Economically Disadvantaged						
Reading Participation 2008-2010 NCLB/AYP Target 95%	Set a school-wide goal for reading participation						

	Student Group	Grade __	Grade __	Grade __	Grade __	Grade __	Grade __
		Goal-Year 1	Goal-Year 1	Goal-Year 1	Goal-Year 1	Goal-Year 1	Goal-Year 1
MATH 2008-2010 NCLB/AYP Target 56%	Students Overall						
	White						
	Black						
	Latino/Hispanic						
	Asian/Pacific Islander						
	American Indian/Native Alaskan						
	Multi-racial/ethnic						
	IEP-Special Education						
	English Language Learners						
	Economically Disadvantaged						
Math Participation 2008-2010 NCLB/AYP Target 95%	Set a school-wide goal for math participation						

Phase 3 - Plan Solution

Worksheet 12 | **SET LOCALLY RELEVANT IMPROVEMENT GOALS**

Directions: Refer back to Worksheet 4 – Locally Relevant Data to identify a strength or concern for attendance/graduation and behavior. Set a goal based upon the strength or concern.

	STRENGTH/CONCERN (Worksheet 4)	SET A GOAL
ATTENDANCE (K-8 Only) 2008-2010 NCLB/AYP Target **90%**		
4 YEAR GRADUATION RATE (HS Only) 2008-2010 NCLB/AYP Target **80%**		
Other Locally Relevant Data (Optional)		
WRITING, SCIENCE (Optional)		

Phase 3 - Plan Solution

Action Sequence	**READING ACTION SEQUENCE**

STEP 1: What is the problem?		STEP 2: What will you do?
Student Achievement Area of Concern: Enter the highest priority area of concern for READING from Worksheet 6	**Underlying Root Cause:** Enter the root cause aligned to this concern from Worksheet 7	**Research Based Strategies/Best Practices:** Enter what will be done to address this Root Cause**
1.	1.	1.

STEP 3: How will you get there?			
What Needs to Be Done: *Describe "What needs to be done" to implement this research based strategy/best practice.*	By Whom?	By When?	What Resources?
1.A			
1.B			
1.C			

STEP 4: How will you know you are doing what you planned?	Step 5: What will you look for to determine if it is working?
Indicators of Implementation	Indicators of Effectiveness

**Best Evidence Encyclopedia – high-quality evaluations of educational programs. www.bestevidence.org
**What Works Clearinghouse – source of scientific evidence for what works in education. ies.ed.gov/ncee/wwc

| Phase 3 - Plan Solution |

| **Action Sequence** | **READING ACTION SEQUENCE** |

STEP 1: What is the problem?		STEP 2: What will you do?
Student Achievement Area of Concern: Enter the next highest priority area of concern for READING from Worksheet 6	**Underlying Root Cause:** Enter the root cause aligned to this concern from Worksheet 7	**Research Based Strategies/Best Practices:** Enter what will be done to address this Root Cause**
2.	2.	2.

STEP 3: How will you get there?			
What Needs to Be Done: *Describe "What needs to be done" to implement this research based strategy/best practice.*	By Whom?	By When?	What Resources?
2.A			
2.B			
2.C			

STEP 4: How will you know you are doing what you planned?	Step 5: What will you look for to determine if it is working?
Indicators of Implementation	Indicators of Effectiveness

**Best Evidence Encyclopedia – high-quality evaluations of educational programs. www.bestevidence.org
**What Works Clearinghouse – source of scientific evidence for what works in education. ies.ed.gov/ncee/wwc

| Phase 3 - Plan Solution |

| **Action Sequence** | **MATH ACTION SEQUENCE** |

STEP 1: What is the problem?		STEP 2: What will you do?
Student Achievement Area of Concern: Enter the highest priority area of concern for MATH from Worksheet 9	**Underlying Root Cause:** Enter the root cause aligned to this concern from Worksheet 10	**Research Based Strategies/Best Practices:** Enter what will be done to address this Root Cause**
1.	1.	1.

STEP 3: How will you get there?			
What Needs to Be Done: *Describe "What needs to be done" to implement this research based strategy/best practice.*	By Whom?	By When?	What Resources?
1.A			
1.B			
1.C			

STEP 4: How will you know you are doing what you planned?	Step 5: What will you look for to determine if it is working?
Indicators of Implementation	Indicators of Effectiveness

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Phase 3 - Plan Solution

Action Sequence

MATH ACTION SEQUENCE

STEP 1: What is the problem?		STEP 2: What will you do?
Student Achievement Area of Concern: Enter the next highest priority area of concern for MATH from Worksheet 9	**Underlying Root Cause:** Enter the root cause aligned to this concern from Worksheet 10	**Research Based Strategies/Best Practices:** Enter what will be done to address this Root Cause**
2.	2.	2.

STEP 3: How will you get there?			
What Needs to Be Done: *Describe "What needs to be done" to implement this research based strategy/best practice.*	By Whom?	By When?	What Resources?
2.A			
2.B			
2.C			

STEP 4: How will you know you are doing what you planned?	Step 5: What will you look for to determine if it is working?
Indicators of Implementation	Indicators of Effectiveness

**Best Evidence Encyclopedia – high-quality evaluations of educational programs. www.bestevidence.org
**What Works Clearinghouse – source of scientific evidence for what works in education. ies.ed.gov/ncee/wwc

	Phase 3 - Plan Solution

Action Sequence	**ATTENDANCE/GRADUATION/PARTICIPATION/OTHER**

STEP 1: What is the problem?		STEP 2: What will you do?
Student Achievement Area of Concern: Enter the area of concern from Worksheet 4	**Underlying Root Cause:** Enter the root cause aligned to this concern	**Research Based Strategies/Best Practices:** Enter what will be done to address this Root Cause**
1.	1.	1.

STEP 3: How will you get there?			
What Needs to Be Done: *Describe "What needs to be done" to implement this research based strategy/best practice.*	By Whom?	By When?	What Resources?
1.A			
1.B			
1.C			

STEP 4: How will you know you are doing what you planned?	Step 5: What will you look for to determine if it is working?
Indicators of Implementation	Indicators of Effectiveness

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Phase 3 - Plan Solution

Action Sequence	**ATTENDANCE/GRADUATION/OTHER**

STEP 1: What is the problem?		STEP 2: What will you do?
Student Achievement Area of Concern: Enter the area of concern from Worksheet 4	**Underlying Root Cause:** Enter the root cause aligned to this concern	**Research Based Strategies/Best Practices:** Enter what will be done to address this Root Cause**
2.	2.	2.

STEP 3: How will you get there?			
What Needs to Be Done: *Describe "What needs to be done" to implement this research based strategy/best practice.*	By Whom?	By When?	What Resources?
2.A			
2.B			
2.C			

STEP 4: How will you know you are doing what you planned?	Step 5: What will you look for to determine if it is working?
Indicators of Implementation	Indicators of Effectiveness

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Phase 3 - Plan Solution

Action Sequence	**PROFESSIONAL DEVELOPMENT**

List the Professional Development needed to implement the planned Action Sequences. Indicate whether the professional development is for Reading, Math, or Other by checking the appropriate column. Complete the remaining columns.

STEP 6: *What professional development is needed for implementation?*						
Date/Time *When?*	**Topic/Focus/Purpose**	Reading	Math	Other	**Facilitator/Provider** *By whom?*	*What changes in practice do you expect to see as a result of the Professional Development?*

STEP 6: *What professional development is needed for implementation?*						
Date/Time *When?*	**Topic/Focus/Purpose**	Reading	Math	Other	**Facilitator/Provider** *By whom?*	*What changes in practice do you expect to see as a result of the Professional Development?*

| Phase 3 - Plan Solution |

| **Action Sequence** | **PARENTAL INVOLVEMENT** |

Directions: The School Improvement Plan must address parental involvement in the following ways:

FAMILY/PARENT NOTIFICATION
Describe the processes used for notifying parents of the school's AYP status. §1116(b)(3)(A)(vi) NCLB Requirements

COMMUNICATION
Describe how school improvement efforts will be communicated to parents and the community. §1116(b)(3)(A)

FAMILY SUPPORT & PARTNERSHIPS
Describe strategies to engage parents in supporting teachers to educate their children. §1116(b)(3)(A)(vi) and (viii)

Phase 4 – Implement the Plan

| **Action Sequence** | **STUDENT ACHIEVEMENT MONITORING TOOL** |

Directions: Document how the effectiveness of the plan will be monitored using benchmark assessments (e.g-4Sight), formative assessments, or other student data sources. Prior to plan submission, enter the monitoring tool and established checkpoint dates. Throughout implementation, enter data and look for improvement at each checkpoint.

Reading

How will you measure effectiveness?	Checkpoint 1 Enter date_____	Checkpoint 2 Enter date_____	Checkpoint 3 Enter date_____	Checkpoint 4 Enter date_____	Who will monitor? Name, Role
Monitoring tool:	Enter % or #				

How will you measure effectiveness?	Checkpoint 1 Enter date_____	Checkpoint 2 Enter date_____	Checkpoint 3 Enter date_____	Checkpoint 4 Enter date_____	Who will monitor? Name, Role
Monitoring tool:	Enter % or #				

How will you measure effectiveness?	Checkpoint 1 Enter date_____	Checkpoint 2 Enter date_____	Checkpoint 3 Enter date_____	Checkpoint 4 Enter date_____	Who will monitor? Name, Role
Monitoring tool:	Enter % or #				

Math

How will you measure effectiveness?	Checkpoint 1 Enter date_____	Checkpoint 2 Enter date_____	Checkpoint 3 Enter date_____	Checkpoint 4 Enter date_____	Who will monitor? Name, Role
Monitoring tool:	Enter % or #				

How will you measure effectiveness?	Checkpoint 1 Enter date_____	Checkpoint 2 Enter date_____	Checkpoint 3 Enter date_____	Checkpoint 4 Enter date_____	Who will monitor? Name, Role
Monitoring tool:	Enter % or #				

How will you measure effectiveness?	Checkpoint 1 Enter date_____	Checkpoint 2 Enter date_____	Checkpoint 3 Enter date_____	Checkpoint 4 Enter date_____	Who will monitor? Name, Role
Monitoring tool:	Enter % or #				

Attendance or Graduation/Participation

How will you measure effectiveness?	Checkpoint 1 Enter date_____	Checkpoint 2 Enter date_____	Checkpoint 3 Enter date_____	Checkpoint 4 Enter date_____	Who will monitor? Name, Role
Monitoring tool:	Enter % or #				

How will you measure effectiveness?	Checkpoint 1 Enter date_____	Checkpoint 2 Enter date_____	Checkpoint 3 Enter date_____	Checkpoint 4 Enter date_____	Who will monitor? Name, Role
Monitoring tool:	Enter % or #				

How will you measure effectiveness?	Checkpoint 1 Enter date_____	Checkpoint 2 Enter date_____	Checkpoint 3 Enter date_____	Checkpoint 4 Enter date_____	Who will monitor? Name, Role
Monitoring tool:	Enter % or #				

Other

How will you measure effectiveness?	Checkpoint 1 Enter date_____	Checkpoint 2 Enter date_____	Checkpoint 3 Enter date_____	Checkpoint 4 Enter date_____	Who will monitor? Name, Role
Monitoring tool:	Enter % or #				

How will you measure effectiveness?	Checkpoint 1 Enter date_____	Checkpoint 2 Enter date_____	Checkpoint 3 Enter date_____	Checkpoint 4 Enter date_____	Who will monitor? Name, Role
Monitoring tool:	Enter % or #				

How will you measure effectiveness?	Checkpoint 1 Enter date_____	Checkpoint 2 Enter date_____	Checkpoint 3 Enter date_____	Checkpoint 4 Enter date_____	Who will monitor? Name, Role
Monitoring tool:	Enter % or #				

Assurance for Additional NCLB Requirements for Title I School Improvement Plan *

The <u>No Child Left Behind Act of 2001</u> requires that schools identified for Title I School Improvement include the items listed below in their school improvement plan(s). This is a checklist to help Title I schools incorporate NCLB requirements into ***Getting Results!,*** the state's framework for school improvement planning. It is recommended that these components be built into the Design and Delivery components of your school improvement plan.

The _____ School District assures that the additional NCLB requirements for Title I School Improvement Plans are included as indicated in the checklist below.

_____   _____

School District Superintendent / Designee   *Date*

The School Improvement Plan for this Title I School, includes the following:

1. Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement;
2. Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in Section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficiency level of achievement;
3. Provide an assurance that the identified school will spend not less than 10% of the Title I funds made available to the school on professional development activities;
4. Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
5. Establish how funds will be used to remove schools from school improvement status;
6. Establish specific, annual, measurable objectives for continuous and substantial progress by each group of students specified in Section 1111(b)(2)(C)(v) and enrolled in the school;
7. Describe how the school will provide written notice about the school improvement identification to parents of each student enrolled in the school;
8. Specify the responsibilities of the school, the local educational agency and the State educational agency serving the school under the plan;
9. Include strategies to promote effective parental involvement in the school;
10. Incorporate, as appropriate, activities before school, after school, during the summer, and during the extension of the school year;
11. Incorporate a teacher mentoring program.

Assurance of Quality & Accountability

We (the undersigned) hereby certify that the school improvement plan for _____(school name) in _____ (school district name) has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and the Executive Director of our Intermediate Unit (IU___), and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby assure the Secretary of Education that the school improvement plan:
•Addresses all the <u>required components</u> prescribed by PDE;
•Reflects <u>sound educational practices</u>;
•Has <u>local leadership at all levels</u> to ensure <u>successful implementation</u>;
•Has a <u>high probability of improving student performance</u> and educational practices.

With this *Assurance of Quality & Accountability* declaration*,* we, therefore, recommend that the Secretary of Education and PDE grant formal approval of the school improvement plan for _____ (school name) _____ (school district name) for _____ school-year.

_____   _____   _____
Superintendent of Schools/CEO   President, District Board of Education   Executive Director, IU___

Date_____   Date_____   Date_____