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

GETTING RESULTS

Continuous School Improvement Plan
Year 2 Revision Tool
Required for Schools in School Improvement II, Corrective Action II (1st year),
Making Progress in School Improvement I,
Making Progress in Corrective Action I
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 II   (__) Corrective Action II (1st year)

(__) Warning   (__) Making Progress in School Improvement I   (__) Making Progress in Corrective Action I

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, Revision Tool is to be used by schools in School Improvement II, Corrective Action II (1st year), Making Progress in School Improvement I and Making Progress in Corrective Action I. This instrument provides guidance on assessing the status of implementation of your Action Sequence and making revisions for year two of your school's two year school improvement plan.

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** - Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials and Resources, Interventions. (Figure 2)

Year 1

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?

Year 2

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 the 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.

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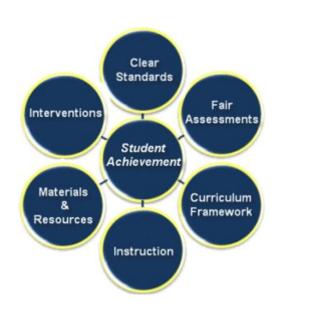
Year 1

Phase 1
Organize and Review the Data

Phase 2
Analyze Data and Discover Root Cause

Phase 3
Plan Solution

Phase 4
Implement the Plan

Phase 7
Implement the Revision

Continuous Improvement Process

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/

TABLE OF CONTENTS

INTRODUCTION – The Revision Tool is an addendum to your school improvement plan. It refines and refocuses school improvement efforts.

PHASE 5: ANALYZE EVIDENCE OF EFFECTIVENESS - The goal of Phase 5 is to evaluate progress on implementation of the school's action plan.

- ♦ Worksheet A – Identify School Improvement Team Members
- ♦ Worksheet B – Reflect on AYP Status
- ♦ Worksheet C – Analyze Reading Data
- ♦ Worksheet D – Synthesize Reading Data
- ♦ Worksheet E – Analyze Math Data
- ♦ Worksheet F – Synthesize Math Data
- ♦ Worksheet G – Identify Status of Reading Action Sequence
- ♦ Worksheet H– Identify Status of Math Action Sequence
- ♦ Worksheet I – Identify Status of Attendance/Graduation/Participation/Other Action Sequence
- ♦ Worksheet J – Identify Status of Reading Professional Development
- ♦ Worksheet K – Identify Status of Math Professional Development
- ♦ Worksheet L – Identify Status of Other Professional Development

PHASE 6: REVISE THE PLAN – The goal of Phase 6 is to set student achievement goals for the second year of the plan and revise the action sequence based upon reflection in Phase 5.

- ♦ Worksheet M – Set Student Achievement Improvement Goals
- ♦ Worksheet N – (*Highly Recommended*) Set Locally Relevant Student Achievement Improvement Goals
- ♦ Revised Action Sequences – Reading
- ♦ Revised Action Sequences – Math
- ♦ Revised Action Sequence – Attendance/Graduation/Participation/Other
- ♦ Revised Action Sequence – Professional Development

PHASE 7 – IMPLEMENT THE REVISION – The goal of Phase 7 is to implement the revision of the school improvement plan.

- ♦ Revised Action Sequence – Student Achievement Monitoring Tool

ASSURANCES

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

| Phase 5 - Analyze Evidence |
| of Effectiveness |

| **STATUS REVIEW ~ REVISION** | **IDENTIFY SCHOOL IMPROVEMENT TEAM MEMBERS** |
| **Worksheet A** | |

Directions: List members of the 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: curriculum specialists, instructional coaches, parents, ESL teachers, support staff.   Indicate whether the person was an **ORIGINAL** member of the team when the plan was written or a **NEW** member this year.

School Improvement Team:	Position/Role:	Check One	
		Original	New

<table>
<tr><td>

**Phase 5 - Analyze Evidence
of Effectiveness**

</td></tr>
</table>

| STATUS REVIEW ~ REVISION
Worksheet B | **REFLECT ON AYP STATUS** |

Making Progress Schools

Directions: If the school's status is Making Progress in School Improvement I or Making Progress in Corrective Action I, proceed to Worksheet C – Analyze Reading Data.

School Improvement II and Corrective Action II Schools

Directions: Complete the table below to reflect on why the first year of the school improvement plan did not achieve the desired outcome. Respond to each statement below if it pertains to your school.

DATA INQUIRY	RESPONSE
Time Does the data show some signs of progress? Is additional time is needed? Will the school stay the course for the second year of the plan with minor revisions?	
Root Cause Does the data show that root cause analysis was not aligned to the concern? Will the school implement new research-based or promising strategies for the second year of the plan?	
Implementation Was the plan fully implemented? Will the leadership team provide additional professional development for staff and more closely monitor indicators of implementation?	
Other	

Phase 5 - Analyze Evidence of Effectiveness

| STATUS REVIEW ~ REVISION
Worksheet C | **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 D.

		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)			

		DATA INQUIRY	No 👎	Yes 👍	DATA STATEMENTS
Grade Level	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
	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)			
Subgroup Level	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 subgroup (N≥ 40) met or exceeded the NCLB READING target of 63% proficient or advanced. Data Source: (paayp.emetric.net)			

Phase 5 - Analyze Evidence of Effectiveness

STATUS REVIEW ~ REVISION
Worksheet D

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.
♦ Indicate whether the strength or concern is an old concern from the first year of the plan or a new concern identified by this year's data. Any **NEW** concerns should be addressed in the revised READING Action Sequence.

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

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

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?			

<table>
<tr><td colspan="2">

**Phase 5 - Analyze Evidence
of Effectiveness**
</td></tr>
</table>

STATUS REVIEW ~ REVISION
Worksheet E

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 F.

		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
Subgroup Level	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 Reading (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)			
	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 subgroup (N≥ 40) met or exceeded the NCLB MATH target of 56% proficient or advanced. Data Source: (paayp.emetric.net)			

Phase 5 - Analyze Evidence
of Effectiveness

Worksheet F

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.
> ♦ Indicate whether the strength or concern is an old concern from the first year of the plan or a new concern identified by this year's data. Any **NEW** concerns should be addressed in the revised MATH Action Sequence.

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

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

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?			

Phase 5 - Analyze Evidence of Effectiveness

STATUS REVIEW ~ REVISION
Worksheet G- Section 1

IDENTIFY STATUS OF READING ACTION SEQUENCE

Directions: Use the READING Action Sequence of your existing school improvement plan to complete the following worksheet. Enter the first Research Based Strategy/Best Practice from last year's plan under "Design" below. Enter the matching initiatives from the "What Needs to Be Done?" column from last year's plan under the "What Needed to Be Done" column below. Complete the "Evidence of Implementation" and "Evidence of Effectiveness" columns. Lastly, complete the "Next Steps" section.

Design Enter Step 2 from your existing SIP Reading Action Sequence	**Evidence of Implementation**	**Evidence of Effectiveness**	
	How do you know it was done?	What data were gathered and from what sources?	What does the data tell you about effectiveness?
1.			
What Needed to Be Done? Enter Step 3 of existing SIP			
1A.			
1B.	**Next Steps** What will you do now?		
1C.			

Phase 5 - Analyze Evidence of Effectiveness

STATUS REVIEW ~ REVISION **Worksheet G- Section 2**	**IDENTIFY STATUS OF READING ACTION SEQUENCE**

Directions: Use the READING Action Sequence of your existing school improvement plan to complete the following worksheet. Enter the next Research Based Strategy/Best Practice from last year's plan under "Design" below. Enter the matching initiatives from the "What Needs to Be Done?" column from last year's plan under the "What Needed to Be Done" column below. Complete the "Evidence of Implementation" and "Evidence of Effectiveness" columns. Lastly, complete the "Next Steps" section.

Design Enter Step 2 from your existing SIP Reading Action Sequence	**Evidence of Implementation**	**Evidence of Effectiveness**	
	How do you know it was done?	What data were gathered and from what sources?	What does the data tell you about effectiveness?
2.			
What Needed to Be Done? Enter Step 3 of existing SIP			
2A.			
2B.	**Next Steps** What will you do now?		
2C.			

Phase 5 - Analyze Evidence of Effectiveness

STATUS REVIEW ~ REVISION
Worksheet G- Section 3

IDENTIFY STATUS OF READING ACTION SEQUENCE

Directions: Use the READING Action Sequence of your existing school improvement plan to complete the following worksheet. Enter the next Research Based Strategy/Best Practice from last year's plan under "Design" below. Enter the matching initiatives from the "What Needs to Be Done?" column from last year's plan under the "What Needed to Be Done" column below. Complete the "Evidence of Implementation" and "Evidence of Effectiveness" columns. Lastly, complete the "Next Steps" section.

Design Enter Step 2 from your existing SIP Reading Action Sequence	**Evidence of Implementation**	**Evidence of Effectiveness**	
	How do you know it was done?	What data were gathered and from what sources?	What does the data tell you about effectiveness?
3.			
What Needed to Be Done? Enter Step 3 of existing SIP			
3A.			
3B.	**Next Steps** What will you do now?		
3C.			

Phase 5 - Analyze Evidence of Effectiveness

STATUS REVIEW ~ REVISION **Worksheet H- Section 1**	**IDENTIFY STATUS OF MATH ACTION SEQUENCE**

Directions: Use the MATH Action Sequence of your existing school improvement plan to complete the following worksheet. Enter the first Research Based Strategy/Best Practice from last year's plan under "Design" below. Enter the matching initiatives from the "What Needs to Be Done?" column from last year's plan under the "What Needed to Be Done" column below. Complete the "Evidence of Implementation" and "Evidence of Effectiveness" columns. Lastly, complete the "Next Steps" section.

Design Enter Step 2 from your existing SIP Math Action Sequence	**Evidence of Implementation** How do you know it was done?	**Evidence of Effectiveness**	
		What data were gathered and from what sources?	What does the data tell you about effectiveness?
1.			
What Needed to Be Done? Enter Step 3 of existing SIP			
1A.			
1B.	**Next Steps** What will you do now?		
1C.			

Phase 5 - Analyze Evidence
of Effectiveness

STATUS REVIEW ~ REVISION
Worksheet H - Section 2

IDENTIFY STATUS OF MATH ACTION SEQUENCE

Directions: Use the MATH Action Sequence of your existing school improvement plan to complete the following worksheet. Enter the next Research Based Strategy/Best Practice from last year's plan under "Design" below. Enter the matching initiatives from the "What Needs to Be Done?" column from last year's plan under the "What Needed to Be Done" column below. Complete the "Evidence of Implementation" and "Evidence of Effectiveness" columns. Lastly, complete the "Next Steps" section.

Design Enter Step 2 from your existing SIP Math Action Sequence	Evidence of Implementation How do you know it was done?	Evidence of Effectiveness	
		What data were gathered and from what sources?	What does the data tell you about effectiveness?
2.			
What Needed to Be Done? Enter Step 3 of existing SIP			
2A.			
2B.	**Next Steps** What will you do now?		
2C.			

Phase 5 - Analyze Evidence of Effectiveness

STATUS REVIEW ~ REVISION **Worksheet H - Section 3**	**IDENTIFY STATUS OF MATH ACTION SEQUENCE**

Directions: Use the MATH Action Sequence of your existing school improvement plan to complete the following worksheet. Enter the next Research Based Strategy/Best Practice from last year's plan under "Design" below. Enter the matching initiatives from the "What Needs to Be Done?" column from last year's plan under the "What Needed to Be Done" column below. Complete the "Evidence of Implementation" and "Evidence of Effectiveness" columns. Lastly, complete the "Next Steps" section.

Design Enter Step 2 from your existing SIP Math Action Sequence	**Evidence of Implementation** How do you know it was done?	**Evidence of Effectiveness**	
		What data were gathered and from what sources?	What does the data tell you about effectiveness?
3.			
What Needed to Be Done? Enter Step 3 of existing SIP			
3A.			
3B.	**Next Steps** What will you do now?		
3C.			

	Phase 5 - Analyze Evidence **of Effectiveness**

STATUS REVIEW ~ REVISION **Worksheet I**	**IDENTIFY STATUS OF ATTENDANCE/GRADUATION/PARTICIPATION or OTHER**

Directions: Use the Attendance/Graduation/Participation or Other Action Sequence *of your existing school improvement plan to complete the following worksheet. Enter the first Research Based Strategy/Best Practice from last year's plan under "Design" below. Enter the matching initiatives from the "What Needs to Be Done?" column from last year's plan under the "What Needed to Be Done" column below. Complete the "Evidence of Implementation" and "Evidence of Effectiveness" columns. Lastly, complete the "Next Steps" section.*

Design Enter Step 2 from your existing SIP Attendance/Graduation/Participation or Other Action Sequence	**Evidence of** **Implementation** How do you know it was done?	**Evidence of** **Effectiveness**	
		What data were gathered and from what sources?	What does the data tell you about effectiveness?
1.			
What Needed to Be Done? Enter Step 3 of existing SIP			
1A.			
1B.	**Next Steps** What will you do now?		
1C.			

	Phase 5 - Analyze Evidence of Effectiveness

STATUS REVIEW ~ REVISION	**IDENTIFY STATUS OF PROFESSIONAL DEVELOPMENT**
Worksheet J	**READING**

Directions: Use Step 4 of your school's Reading Action Sequence to complete the chart below. Enter each entry item from the "Topic/Focus/Purpose" column from last year's plan into the first column below. Were the action(s) effective?   How do you know?   What will you do now?   Write the next steps that will be completed.

Topic Enter the Reading Professional Development topics listed from Step 4 of existing SIP	**Evidence of Implementation** What data were gathered that show changes in practice?	**Next Steps** What will you do now?

Topic Enter the Reading Professional Development topics listed from Step 4 of existing SIP	**Evidence of Implementation** What data were gathered that show changes in practice?	**Next Steps** What will you do now?

| Phase 5 - Analyze Evidence |
| of Effectiveness |

| STATUS REVIEW ~ REVISION | IDENTIFY STATUS OF PROFESSIONAL DEVELOPMENT |
| **Worksheet K** | **MATH** |

Directions: Use Step 4 of your school's Math Action Sequence to complete the chart below. Enter each entry item from the "Topic/Focus/Purpose" column from last year's plan into the first column below. Were the action(s) effective?   How do you know? What will you do now? Write the next steps that will be completed.

Topic Enter the Math Professional Development topics listed from Step 4 of existing SIP	**Evidence of Implementation** What data were gathered that show changes in practice?	**Next Steps** What will you do now?

Topic Enter the Math Professional Development topics listed from Step 4 of existing SIP	**Evidence of Implementation** What data were gathered that show changes in practice?	**Next Steps** What will you do now?

**Phase 5 - Analyze Evidence
of Effectiveness**

Worksheet L

**IDENTIFY STATUS OF PROFESSIONAL DEVELOPMENT
OTHER**

Directions: Use Step 4 of your school's Attendance/Graduation/Participation or Other Action Sequence to complete the chart below. Enter each entry item from the "Topic/Focus/Purpose" column from last year's plan into the first column below. Were the action(s) effective?   How do you know? What will you do now? Write the next steps that will be completed.

Topic Enter the Other Professional Development topics listed from Step 4 of existing SIP	**Evidence of Implementation** What data were gathered that show changes in practice?	**Next Steps** What will you do now?

Topic Enter the Other Professional Development topics listed from Step 4 of existing SIP	Evidence of Implementation What data were gathered that show changes in practice?	Next Steps What will you do now?

<div align="right">

Phase 6 – Revise the Plan

</div>

STATUS REVIEW ~ REVISION
Worksheet M

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 second 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 __ Goal-Year 2	Grade __ Goal-Year 2	Grade __ Goal-Year 2	Grade __ Goal-Year 2	Grade __ Goal-Year 2	Grade __ Goal-Year 2
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 2008-2010 NCLB/AYP Target 63%

Student Group	Grade __ Goal-Year 2	Grade __ Goal-Year 2	Grade __ Goal-Year 2	Grade __ Goal-Year 2	Grade __ Goal-Year 2	Grade __ Goal-Year 2
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 2008-2010 NCLB/AYP Target 56%

Set school-wide goals for participation, attendance or graduation

	PARTICIPATION 2008-2010 NCLB/AYP Target – 95% Goal-Year 2	STUDENT ATTENDANCE (K-8 ONLY) 2008-2010 NCLB/AYP Target - 90% Goal-Year 2	4 YEAR GRADUATION RATE (HS Only) 2008-2010 NCLB/AYP Target - 80% Goal-Year 2
School-Wide Goal			

Phase 6 - Revise the Plan

STATUS REVIEW ~ REVISION

Worksheet N
Highly Recommended

Set Locally Relevant Student Achievement Improvement Goals

Directions: *If locally relevant student achievement data was analyzed in Getting Results, Gen 5 last year, use this page to set goals for the second year of the plan.*

Locally Relevant Student Achievement Improvement Target Area (e.g. Writing, Science, SAT, Behavior Referrals)	Student Achievement Improvement Goals for This Planning Cycle Goal Year 2 # or %

Phase 6 - Revise the Plan

STATUS REVIEW ~ REVISION

REVISED READING ACTION SEQUENCE

<u>Directions</u>: *For the Research Based Strategy/Best Practice from Worksheet G, Section 1-3 that will be continued for the second year of the plan, bring them forward under Step 1 and complete the Action Sequence. For concerns uncovered in the READING data from Worksheet D, enter the Research Based Strategy/Best Practice that will be used to address the concern.*

STEP 1: What will you do now? *Research Based Strategy/Best Practice***			
Is this a continuation or new initiative?			
1.			
STEP 2: How will you get there?			
<u>What Needs to Be Done</u>: *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 3: How will you know you are doing what you planned?	STEP 4: 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 6 - Revise the Plan

STATUS REVIEW ~ REVISION	**REVISED READING ACTION SEQUENCE**

<u>Directions</u>: *For the Research Based Strategy/Best Practice from Worksheet G, Section 1-3 that will be continued for the second year of the plan, bring them forward under Step 1 and complete the Action Sequence. For concerns uncovered in the READING data from Worksheet D, enter the Research Based Strategy/Best Practice that will be used to address the concern.*

STEP 1: What will you do now?
Research Based Strategy/Best Practice**
Is this a continuation or new initiative?
2.

STEP 2: How will you get there?			
<u>What Needs to Be Done</u>: *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 3: How will you know you are doing what you planned?	STEP 4: 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 6 - Revise the Plan

STATUS REVIEW ~ REVISION	REVISED READING ACTION SEQUENCE

<u>Directions</u>: *For the Research Based Strategy/Best Practice from Worksheet G, Section 1-3 that will be continued for the second year of the plan, bring them forward under Step 1 and complete the Action Sequence. For concerns uncovered in the READING data from Worksheet D, enter the Research Based Strategy/Best Practice that will be used to address the concern.*

STEP 1: What will you do now?
Research Based Strategy/Best Practice**
Is this a continuation or new initiative?
3.

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

STEP 3: How will you know you are doing what you planned?	STEP 4: 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 6 - Revise the Plan

STATUS REVIEW ~ REVISION	REVISED MATH ACTION SEQUENCE

<u>Directions</u>: *For the Research Based Strategy/Best Practice from Worksheet H, Section 1-3 that will be continued for the second year of the plan, bring them forward under Step 1 and complete the Action Sequence. For concerns uncovered in the MATH data from Worksheet F, enter the Research Based Strategy/Best Practice that will be used to address the concern.*

STEP 1: What will you do now? *Research Based Strategy/Best Practice***			
Is this a continuation or new initiative?			
1.			

STEP 2: How will you get there?			
<u>What Needs to Be Done</u>: *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 3: How will you know you are doing what you planned? Indicators of Implementation	STEP 4: What will you look for to determine if it is working? 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 6 - Revise the Plan** |

| **STATUS REVIEW ~ REVISION** | **REVISED MATH ACTION SEQUENCE** |

Directions: *For the Research Based Strategy/Best Practice from Worksheet H, Section 1-3 that will be continued for the second year of the plan, bring them forward under Step 1 and complete the Action Sequence. For concerns uncovered in the MATH data from Worksheet F, enter the Research Based Strategy/Best Practice that will be used to address the concern.*

STEP 1: What will you do now? *Research Based Strategy/Best Practice***
Is this a continuation or new initiative?
2.

STEP 2: 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 3: How will you know you are doing what you planned?	**STEP 4: 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 6 - Revise the Plan

STATUS REVIEW ~ REVISION	REVISED MATH ACTION SEQUENCE

<u>Directions</u>: *For the Research Based Strategy/Best Practice from Worksheet H, Section 1-3 that will be continued for the second year of the plan, bring them forward under Step 1 and complete the Action Sequence. For concerns uncovered in the MATH data from Worksheet F, enter the Research Based Strategy/Best Practice that will be used to address the concern.*

STEP 1: What will you do now?
Research Based Strategy/Best Practice**
Is this a continuation or new initiative?
3.

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

STEP 3: How will you know you are doing what you planned?	STEP 4: 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 6 - Revise the Plan

STATUS REVIEW ~ REVISION	**REVISED ACTION SEQUENCE ATTENDANCE/GRADUATION/PARTICIPATION or OTHER**

<u>Directions</u>: *For the Research Based Strategy/Best Practice from Worksheet I that will be continued for the second year of the plan, bring them forward under Step 1 and complete the Action Sequence.*

STEP 1: What will you do now?
Research Based Strategy/Best Practice**

Is this a continuation or new initiative?
1.

STEP 2: How will you get there?			
<u>What Needs to Be Done</u>: *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 3: How will you know you are doing what you planned?	STEP 4: 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 6 - Revise the Plan

STATUS REVIEW ~ REVISION	REVISED ACTION SEQUENCE PROFESSIONAL DEVELOPMENT

Directions: *Refer back to Worksheets J, K and L to complete this page. Use the ideas generated under the "Next Steps" column to determine what Professional Development will be provided for year two of the plan. Indicate whether the professional development is for Reading, Math, or Other by checking the appropriate column. Complete the remaining columns. Based upon your data, what* **ADDITIONAL Professional Development** *needs to be added to your action plan for the upcoming school year?*

STEP 5: *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 5: *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 7 – Implement the Revision

STATUS REVIEW ~ REVISION

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.

* As proposed for purposes of the *Getting Results!* requirements by Dr. Robert Shields, Director of Curriculum & Instruction Services, Montgomery County IU23.

Assurance of Quality & Accountability

We (the undersigned) hereby certify that the revised 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 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 revised 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 revised school improvement plan for _____ (school name) _____ (school district name) for _____ school-year.

_____
Superintendent of Schools/CEO
Date_____

_____
President, District Board of Education
Date_____