

School Improvement Process

Each district needs to have a school improvement “plan” in place to establish the basic philosophy/structure for the total school system and meet the requirements of Michigan’s Revised School code. This framework is provided to each building to develop their school improvement “plan” more easily. This framework will also address the additional components required in No Child Left Behind. Each building administrator then needs to work with their school improvement team to further define their building’s goals and objectives. Strategies will differ according to grade levels, allowing “individualities” to show as the “plan” unfolds.

Use the following framework as a guide for discussion. An annual review is required each year. Goals may remain the same; however, adjustments may need to take place depending on the progress of each goal.

Regarding goals, be sure that they are measurable, specific, realistic and obtainable. All persons involved should be in agreement as to their part in achieving the goal(s). Several strategies/methods should be suggested that staff might use, as well as the specific measuring technique(s) that will be required. **It is extremely important that all staff is aware of the method of measurement, the timetable for gathering data, and how the data will be used to determine growth.**

Well-written goals will move all personnel in the right direction together!!

This, again, is just the framework for your “plan.” Please be sure that all programs, grants, etc., work into this primary plan. Incorporate any other requirements into this plan, such as No Child Left Behind, etc.

The end result for this process is to bring together a “plan” that all staff can be informed of. All staff members will know the direction/philosophy/vision of the district as well as the building. Programs will become aligned and more beneficial for all students. The school improvement process will become a “systemic” model to allow further improvement to take place more clearly, efficiently, and purposefully.

With the support of local districts in utilizing this framework, we will begin to see more clearly what goals have been developed. With these goals in place, we can develop long-range goals that will assist local districts in obtaining the professional development and support that they need.

THE CONTINUOUS SCHOOL IMPROVEMENT PROCESS

IDENTIFY SCHOOL IMPROVEMENT TEAM

- Student, teachers, parents, community, administrators, other school employees.
- Establish a process by which decisions will be made and to ensure all staff involvement.

IDENTIFY PROBLEMS/CONCERNS

- Data-driven (how do you know?)
- What needs to be collected?
- Disaggregate the data.
- Prioritize.

WRITE SCHOOL IMPROVEMENT GOALS

- Written in student objective/results terms.
- Focused on student learning/achievement.
- Written so as to be broken into tasks.
- Achievable
- Agreed upon.
- Identify measure of success, evaluation strategy.

WRITE OBJECTIVES/ STRATEGIES TO ACHIEVE GOALS

- Specific tasks, assignments.
- What evidence will be accepted to determine it was done? (evaluation strategy)
- Who is/are responsible?
- By when? (Timeline)
- Is staff development needed?

EVALUATE THE PLAN

- Where are we?
- Were results achieved?
- Recommendations for new, continued improvement goals.
- Publish results (Annual Report).
- Celebrate.

IMPLEMENT/MONITOR

- Scheduled review times (regular).
- Make visible ... chart of progress on the wall, in the lounge.
- Re-examine goals, strategies. Do they need modification?
- Publish results/accomplishments.

