

Education System Improvement Process



Operational Manual

2011



U.S. VIRGIN ISLANDS DEPARTMENT OF EDUCATION

Vision

Empowering Students for Success

Mission

The Virgin Islands Department of Education is committed to the superior preparation and performance of every student for continuing education, rewarding employment, and responsible citizenship.

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Dear Educators, Parents and Community Members of the U.S. Virgin Islands:

In recent years, the Virgin Islands Department of Education (VIDE) has made progress in improving services to students, raising standardized test scores, and better managing local and federal funds. A critical aspect of advancing our efforts to meet the changing needs of our 21st century learners is a cohesive and consistent school improvement process. A natural next step was to analyze our existing process to ascertain how we could build upon the efforts of our education professionals. During the 2009-2010 school year, the Florida and the Islands Comprehensive Center at ETS assisted us by conducting a review of our process, which yielded data to support changes to the process and specific recommendations for us to consider.

One of the recommendations of the review was to appoint a School Improvement Task Force, representative of all of our stakeholders, to lead this reform. It is with great pride in the work of this Task Force and the constituencies they represent that I share this Operational Manual and introduce the ***Education System Improvement Process (eSIP)***.

School improvement planning is a process through which schools set goals for improvement and make local decisions about how and when their goals will be achieved. Our schools have been working very hard to do this on an individual basis. What you will see in this manual is a more comprehensive and collaborative process, anchored by State priorities to guide the work of the schools, in order that we, working as a system, can accelerate and significantly improve the achievement of our students.

The collaborative process and focused priorities described in this manual will result in the development of dynamic school improvement plans grounded in data and aligned with research and evidence-based practices. It is my belief that these procedures will sustain our improvement efforts over time. As you will see as you engage in the process, this is an exciting opportunity for all VIDE educators from all levels of our system to share our vast expertise and achieve more by working together.

I extend my sincere appreciation for your dedication to our students, families and community. I offer my full support as we move ahead as a coherent system focused on the progress and success of each student.

Yours truly,

A handwritten signature in black ink, reading "La Verne Terry".

La Verne Terry, Ed.D
Commissioner

I. Letter from the School Improvement Task Force

Dear Colleagues,

In order to represent all the stakeholders of the United States Virgin Islands school system (state, district and schools), Commissioner Terry asked the District Superintendents to assist her in appointing members of a School Improvement Task Force. The membership you see below represents the commitment of the Virgin Islands Department of Education (VIDE) to system-wide participation in the work described in this manual. We were charged with a serious mission: ***To increase the capacity of the USVI to support coherent school improvement planning at all levels of the system, resulting in significantly improved student achievement.*** This work has transformed our thinking – we expected to revise the documents related to writing school improvement plans. We came to realize that our task was much broader – indeed, we actually designed a dynamic improvement process for the entire territory that includes structures to make that process sustainable.

The Task Force convened in September of 2010, and met monthly through December of 2010 to write this manual. Although the manual is in place, our responsibility for accomplishing the mission of the Task Force remains as we prepare for our work together. VIDE will continue to consult with the Task Force as these new processes take hold in our school system. As with any process or plan, VIDE realizes that modifications will be required over time based on feedback obtained from multiple sources: from the quality of the school improvement plans that are developed; the degree of improvement throughout the VIDE; and your experiences as participants in the school improvement planning and implementation process.

As your representatives on this School Improvement Task Force, we worked diligently on your behalf to provide input that would build on our past work and demonstrate our collective commitment to continuously improve our efforts on behalf of our children. The manual is written in a conversational, user-friendly format – from VIDE for VIDE! Welcome to the *eSIP*!

Respectfully,

Dr. Sarah Mahurt, Deputy Commissioner, Curriculum and Instruction, VIDE

Dr. Roderick Moorehead, Special Assistant to the Commissioner, VIDE

Mr. Eduardo Corneiro, State Director of Career Technical and Adult Education, VIDE

Ms. Desha Powell, Interim Director of Federal Grants and Audits, VIDE

Ms. Barbara Callwood, Assistant Principal, CAHS, St. Thomas/St. John District

Ms. Angela Carty, Assistant Principal, Lockhart Elementary School, St. Thomas/St. John District

Ms. Nancy Christie, Coordinator, Media Library Services, St. Thomas/St. John District

Ms. Doris Daniel, Director of Professional Development, St. Thomas/St. John District

Ms. Vernelle S. de Lagarde, President, St. Thomas/St. John Federation of Teachers Local 1825

Ms. Maria Encarnacion, Deputy Superintendent, St. Croix District

Mr. Michael Harrigan, Deputy Superintendent, St. Thomas/St. John District
Ms. Cheryl Jeremiah-Ambrose, Coordinator, Language Arts, St. Croix District
Mr. Adam Kloper, Mathematics Lead Teacher, Muller School, St. Thomas/St. John District
Dr. Lauren Larsen, Coordinator of Social Studies, St. Croix District
Ms. Barbara McGregor, Assistant Principal, Arthur Richards Jr. High School, St. Croix District
Mr. Carlos McGregor, Principal, Elena Christian Jr. High School, St. Croix District
Ms. Mary McIntosh, Teacher, Special Education, St. Croix District
Ms. Natasha O'Halloran-Smith, Principal, John Woodson Jr. High School, St. Croix District
Ms. April Munroe Phillips, Coordinator, Primary Grades, St. Thomas/St. John District
Ms. Daniela Roumou, Literacy Coach, Lockhart Elementary School, St. Thomas/St. John District
Ms. Winona Sackey-Joshua, Director, Data and Assessment, St. Croix District
Ms. Phebe Schwartz, Art Teacher, BCB Middle School, St. Thomas/St. John District
Ms. Cheryl Willocks, Director of Curriculum and Instruction

Florida and the Islands Comprehensive Center at ETS team:

Dr. Alice Lindsay, Director
Ms. Karen Underwood
Ms. Christine Crocco
Dr. Donna Elam
Dr. Allison Crean

II. Why are we modifying our approach to School Improvement?

Context. In May, 2009, Dr. Terry, Commissioner of the Virgin Islands Department of Education (VIDE), requested that the Florida and the Islands Comprehensive Center at ETS (FLICC)¹ conduct a thorough examination of the school improvement planning (SIP) process used in the U.S. Virgin Islands (USVI) schools and districts during the 2009-2010 school year. FLICC investigated the SIP process at all levels of the VIDE system, focusing on understanding the degree to which the goals and resources of the schools, the districts, and the VIDE were aligned in a clear direction. The results, described in the *Report of School Improvement Planning in the US Virgin Islands*, suggested VIDE professionals at the school level would benefit from greater and more direct support throughout the school improvement process. Specific needs were noted in the areas of:

- Planning: Guidance and tools as schools conduct their needs assessments and technical assistance as they develop their school improvement plans.
- Implementing: Resources and support for schools as they implement their action plans.
- Reflecting: Access to and use of consistent monitoring tools to provide schools with feedback on their efforts and to suggest revisions to the school improvement process.

Also consistent were the key recommendations generated by FLICC regarding the school improvement planning process:

CREATE FOCUS:

- Establish Territory-wide priorities for school improvement that will provide focus and drive systemic change.
- Focus school improvement plans on the implementation of strategies that will contribute to increased student learning and achievement.

COORDINATE EFFORTS:

- Increase coordination and alignment between the SEA (State), LEA (District), and Schools throughout the school improvement planning process.
- Establish clear roles and responsibilities at the SEA, LEA and School levels in regards to school improvement planning.
- Engage other school stakeholders, including non-school improvement team staff, parents, community members, and students (when appropriate) in the development of school improvement plans, implementation of plans, and ongoing evaluation.

PROVIDE SUPPORT:

- Develop a standardized school improvement planning process and provide technical assistance to schools as they develop their plans.

¹ The Federal Government funds 16 regional comprehensive centers throughout the U.S. Each Comprehensive Center is aligned to one state or a geographical cluster of states and is tasked with providing technical support to those State Education Agencies (SEAs). FLICC provides support to the SEAs of Florida, U.S. Virgin Islands, and Puerto Rico.

- Provide technical assistance, as needed, for staff to effectively implement school improvement strategies (including, but not limited to, instructional strategies).
- Evaluate school improvement plan implementation and outcomes with an array of data sources, reflecting on progress, minimally four times per year.

Given this information, Commissioner Terry launched a two-stage approach toward addressing the recommendations from the report. First, she formed a Leadership Team of State and District representatives to create a focus for the school improvement process (*What* will be accomplished). This Leadership Team was tasked with developing the State Priorities that would guide the goal setting for the Districts and Schools, contributing to the coherence of the planning. Next, she appointed a School Improvement Planning Task Force (SIP Task Force), facilitated by a team from FLICC, to address the process for school improvement planning (*How* we will get there). The Task Force was comprised of education professionals from the State, Districts, Schools and a Union representative. This group was able to acknowledge past successes with school improvement and work collectively to design the collaborative process contained in this manual. Together, these teams refined the framework for school improvement within VIDE.

An additional consideration that influenced the updating of the school improvement process in the USVI is the change in mindsets impacting educators, students, families and communities across the globe. Education systems world-wide are revising their practices to meet the needs of 21st century students. Changes in thinking that are transforming the way USVI educators think about how they plan for and accomplish their work include shifts:

From	To
School owns the plan	Shared ownership of the plan
Funding drives planning	Student needs drive planning
Planning is a <i>static</i> process	Planning is a <i>dynamic</i> process
Strategies focus on programs	Strategies focus on State Priorities
Work happens in isolated silos	Work is collaborative
Improvement happens at the school: the District and SEA monitor implementation	Improvement is system-wide: the District and SEA support their schools

The **Education System Improvement Process (eSIP)** is designed to enable stakeholders to adapt to continuously changing factors that influence the work of the system.

III. What do we want to accomplish through our improvement efforts?

The Commissioner, acting on the recommendation that VIDE establish State Priorities to guide the territory's districts and schools, appointed a Leadership Team comprised of State and District officials. This group met in May and July 2010. After a review of the territory data, three priorities were identified to focus school improvement and systemic change within VIDE:

1. Academic Achievement

VIDE will ensure that all learners:

- Can communicate effectively in a variety of ways.

Indicators:

- Reading
- Writing
- Speaking
- Listening
- Use of technology/media

- Will be college and career ready.

Indicators:

- Academic transitional skills
- Critical thinking
- Problem-solving skills

- Will attain academic proficiency.

Indicators:

- Literacy
- STEM

2. Improved School Culture

VIDE will ensure that all learners attend schools where:

- Stakeholders are important contributors in creating a positive school culture that leads to high academic achievement.

Indicators:

- Community activity in the school

- The professional and physical environment is collaborative, welcoming, and promotes engagement, positive relationships and social, emotional, and intellectual development.

Indicators:

- Student attendance
- Teacher attendance
- Culture surveys

- Communication is pervasive, comprehensive, and clearly addresses each school's: mission/vision, goals, and policies and procedure, collegiality, and activities.

Indicators:

- Products of above

3. Improved Teacher/Instructional Leader Effectiveness

VIDE will ensure that all learners have the opportunity to learn from effective teachers and staff who:

- Utilize instructional strategies and resources that improve student learning and accelerate student achievement.

Indicators:

- Student achievement
- Walk-through reports

- Build a positive and inclusive classroom culture that facilitates learning.

Indicators:

- Student, school/classroom culture surveys
- Class attendance

VIDE will ensure that all teachers and staff have the opportunity to work with effective leaders who provide support, guidance, and direction that allows them to:

- Use instructional strategies and resources that improve student learning and accelerate student achievement.

Indicators:

- Student achievement
- Walk-through reports

- Build positive and inclusive classroom culture that facilitates learning.

Indicators:

- Improved school culture surveys
- Class attendance

Actions and accountability measures to track progress toward goals will be further defined and modified based on the most current data. The priorities will drive our efforts and ensure cohesiveness across the territory. This cohesiveness will assist the coordination of resources and the use of common evaluation processes to maintain focus on shared goals.

Figure 1 represents the State Priorities and shows the relationship between them. Clearly, student achievement, involving academic achievement as well as the ability to apply what has been learned in the world, are ultimately the desired result of our efforts. Students are represented at the core of the concentric circles, enveloped by and influenced by the instruction, the leadership, and the culture of the school.

Teachers immediately encircle the student. On the one hand, teachers are responsible for effective instruction and have the most direct relationship to student learning when students are in their charge. The proximity of these circles represents this influence. On the other hand, teachers themselves are learners. They are professionals working within a dynamic system and require adequate support and guidance to optimize their effectiveness. This is where other instructional leaders come into play. Principals are responsible for effective leadership within the school;

setting the tone for learning and providing for the conditions in which teachers can be successful. Principals (and/or other instructional leaders) surround Teachers in the graphic to represent their influence on instruction. Their influence is a critical component of the student's surrounding learning environment.

Each of these stakeholders (Students; Teachers; Instructional leaders, such as Principals) functions within the larger culture of the school, which represents a combination of values and norms (e.g., valuing stakeholders, encouraging development of the whole child, and communicating effectively). The degree to which these variables are in play shapes the context within which leadership, instruction, and learning occur. In the graphic, school culture impacts leadership, teachers, and of course, students – emphasizing that school culture has an important influence on student achievement.

In summary, our ultimate goal is to have a positive impact on student learning and student achievement. But our priorities also reflect our collective desire to impact the quality of our instruction, our leadership, and our school culture due to our belief that these factors greatly affect student achievement.

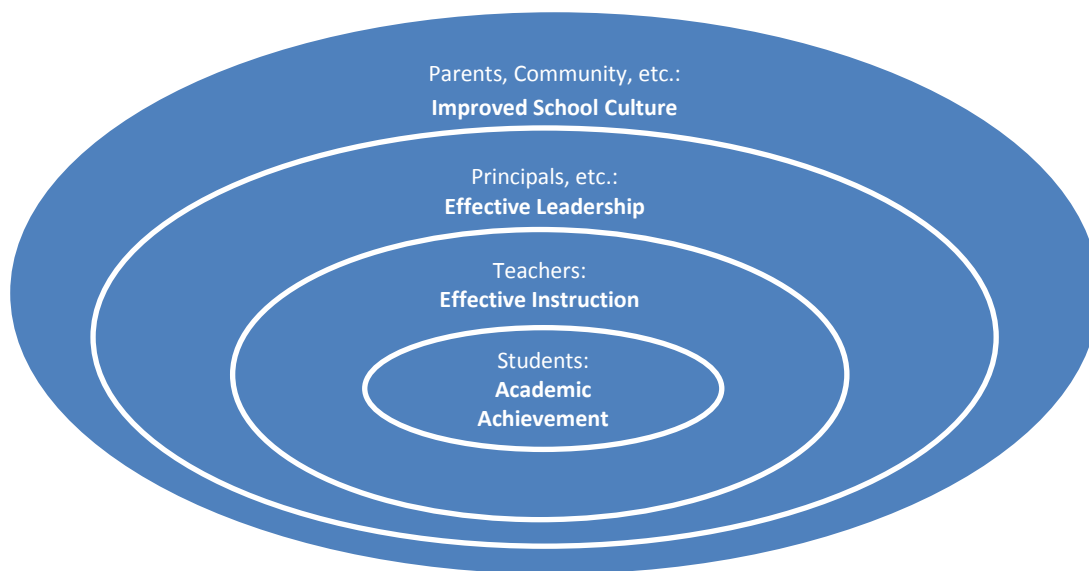


Figure 1. Relationship of USVI Territory-wide Priorities for School Improvement.

IV. How will we get there?

The priorities give VIDE schools, districts, and the territory consistent goals that, collectively, we can strive to achieve. Working together will require a common approach: something that tells all of us what we need to do and the roles we need to play to be active and effective contributors. We will also need to know how we will work on these goals together. Collaboration will be critical and will require new ways of working that include time devoted to planning, dialogue, decision-making and reflection. Finally, we need shared tools that will support our work, encourage this universal approach, and ease communication.

4.1 What we need to do: The Education System Improvement Process (*eSIP*)

Both the literature and our own experiences tell us that improvement is more likely when we are working together at all levels of the system, aiming toward the same outcomes with different individuals or groups contributing to the process according to their own strengths and capacities. Therefore, rather than a School Improvement Process, we will be embracing an *Education System Improvement Process (eSIP)*. Let's define the *eSIP* by breaking it down...

- **Education:** the field of study that deals mainly with methods of teaching and learning in schools.
- **System:** Any organized, united, interactive and interdependent group that seeks to accomplish specific goals. Families, organizations, schools, teams, and clubs are all examples of systems.
- **Improvement:** Enhanced value or excellence, a change for the better, progress in development, and/or a condition superior to an earlier condition.
- **Process:** A particular course of action intended to achieve a result; *especially* a continuous series of actions.

eSIP Mission Statement:
The *eSIP* will support coherent school improvement planning at all levels of the VIDE system, resulting in significantly improved student achievement.

The name "*eSIP*" works in several ways. First, and most obviously, the "e" relates to "education", the focus of our work and the work that binds us. Second, the "e" relates to "electronic". The intent with the *eSIP* is to integrate electronic templates and transmissions as much as possible and to harness the power of technology for data analysis and planning. The capacity for technology integration is developing within VIDE and as new possibilities become available, the *eSIP* will be an opportunity to put these tools into action to make the work of educators more efficient. Finally, the "e" relates to "excellence", which is what we strive for in our practice and with our results.

Hence the **Education System Improvement Process (*eSIP*)** is the consistent approach to improvement that will be implemented across the VIDE system on an ongoing basis, always with the aim of providing first-rate learning opportunities for all students. The mission of the *eSIP* is to support coherent school improvement planning at all levels of the VIDE system, resulting in significantly improved student achievement.

The *eSIP* will, in some cases, present a different way of working for educators within VIDE. It may also help expand best practices throughout the Territory that have, in the past, occurred in

isolation. It will remove or reduce some of the traditional barriers to improvement within education while providing opportunities to build capacity in all professionals across the system. Table 1 articulates some of the characteristics of the *eSIP* and contrasts these with some traditional pitfalls to school improvement:

Table 1: Characteristics of the *eSIP*

The <i>eSIP</i> is:	The <i>eSIP</i> is not:
A VIDE-wide approach to collaboration and learning among and between School, District, and Territory professionals with the aim of school and system-wide continuous improvement.	A “top-down” nor a “bottom-up” approach.
A “We” approach	An “Us” versus “Them” approach
How school improvement plans will be collectively developed, reviewed, and reflected upon on a regular basis.	About working as independent contractors
About knowing how we are doing throughout the journey and making informed decisions, <i>as needed</i> , to modify or change.	About playing “gotcha” at the end of the year, letting people know they did or did not meet a benchmark.
A way for District and SEA representatives to regularly work together with school teams to ensure they are best supporting schools by: <ul style="list-style-type: none"> • Building the capacity for planning, implementation, and evaluation • Providing incentives for change • Creating opportunities for improvement 	Working in isolation
An approach that provides support throughout each phase of the improvement process, including the creation, implementation, and evaluation of school improvement plans.	One-shot professional development
A process that ensures that school improvement plans are aligned to territory priorities.	Schools, Districts, and the Territory working on their own, unrelated goals.

Instituting a system-wide improvement process will reinvigorate the development of the school, district, and territory improvement plans. The *eSIP* is how School Improvement Plans are developed, reviewed, reflected upon at regular intervals, and supported through ongoing convening’s of Professional Learning Communities. This process, using Logic Models to organize thinking and planning, results in Improvement Plans that are aligned at all levels and cohesive in focus and process. The cohesiveness and alignment increases the probability that the plans will be used and the strategies successfully implemented. The ongoing nature of the *eSIP* work is supported through a cycle of **Continuous Improvement**: Plan, Do, Study, Act.

What is the Continuous Improvement Process?

Continuous describes a process that is cyclical, unceasing, without a break. Represented as a cycle, the Continuous Improvement Process is an ongoing effort to improve how we work, what we do, and our impact on student learning. The process is fueled by data, which guide planning and then provide feedback about our implementation and the results of our efforts.

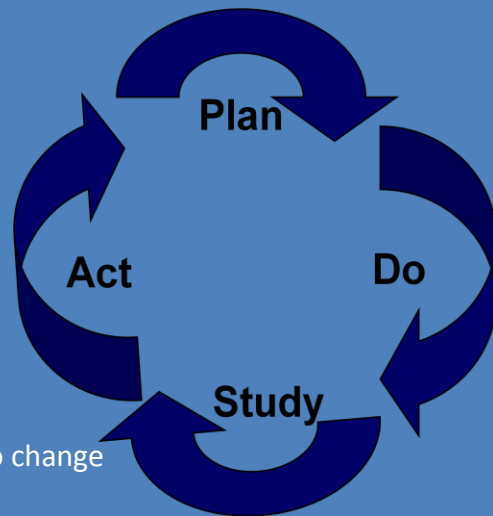
The philosophy of continuous improvement is based on collaboration and input from those that care about the system's impact: the system **stakeholders**. In education, this naturally includes teachers and leaders though at times, input may be solicited from students, parents, community members, etc.

In a continuous improvement process, stakeholders have a critical role:

- They generate ideas
- They seek ways to improve
- They take ownership of their roles, responsibilities, and practices
- They work with others to better the system as a whole

There are four stages of the continuous improvement process. A system may enter the process at any point, but for those just beginning, the steps are:

- **Plan**
 - Analyze where you are
 - Set evidence-based goals (outcomes) for where you want to go
 - Strategize how you can get there (what activities you'll do, what resources you'll need)
- **Do**
 - Implement the plan
 - Collect data on the process
- **Study**
 - Analyze formative results
 - Reflect on what's going well, what needs to change
- **Act**
 - Share results
 - Decide to stay the course or modify as needed



Although all stakeholders have unique roles, responsibilities, and contributions to the success of the system, this common process links everyone through an ongoing quest to more effectively respond to the learning needs of children.

Continuous improvement is enhanced by having enough information and the right information to assist in learning and changing. It also depends on having methods to process and understand this

information so sound decisions are made. Employing a process in which all relevant stakeholders participate in informed reflection assumes that many heads are capable of drawing better conclusions than is one. To this end, **Professional Learning Communities** (PLCs) provide the mechanism for sound reflection and decision-making throughout the *eSIP*.

4.2 How we need to work: Professional Learning Communities

For educators to engage in collaborative work, the conditions for accomplishing that work need to be present across the organization. Professional Learning Communities (PLCs) offer a structure for a collegial culture characterized by a strong focus on student learning and results. A Professional Learning Community is a group of educators that gathers with the intention of collectively seeking, sharing, reflecting, learning and acting to continuously improve their practice for the benefit of all students. VIDE has chosen to implement such a structure for *eSIP*.

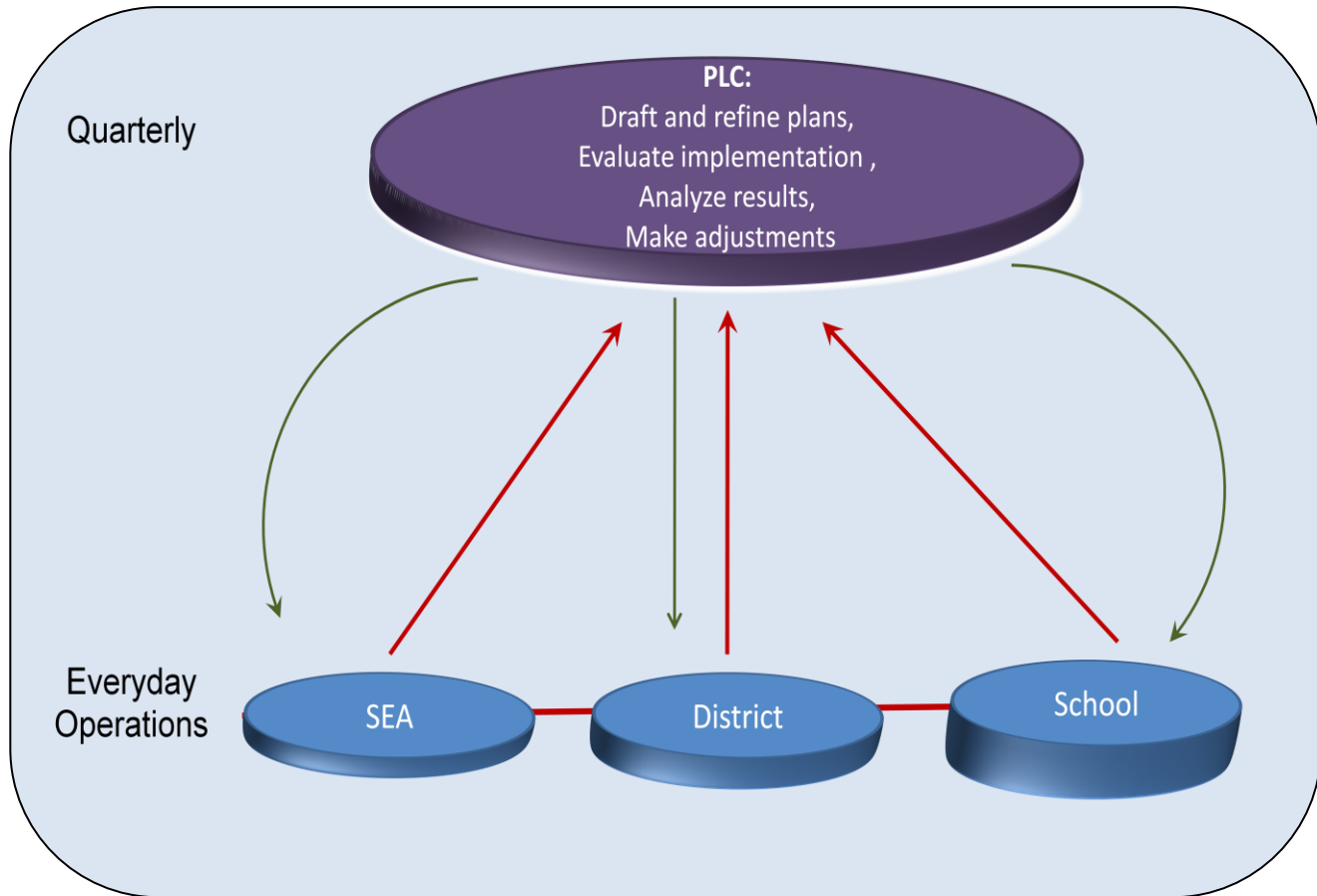
A Professional Learning Community is a group of educators that gathers with the intention of collectively seeking, sharing, reflecting, learning and acting to continuously improve their practice for the benefit of all students.

For the system-wide PLCs, multidisciplinary teams with representation from the State, District, and Schools will convene. These teams will have a scheduled time and place to collaborate to examine data and write goals, plan for professional development across districts, and chart progress related to the State priorities. To ensure that continuous improvement is ongoing and accountability is maintained, these systemic PLCs will convene four times per year. After each PLC, participants will be responsible for sharing what was learned with their colleagues, for gathering feedback on decisions, and for spurring positive momentum for change.

Figure 2 illustrates the PLC process, showing how each level of the system will contribute representatives to the PLCs (red arrows) and how these representatives will then ensure that information from the PLCs flows back to their colleagues (green arrows).

PLCs will serve as embedded professional development for participants. There will be responsibilities for PLC members to ensure they are prepared for each PLC meeting; communicate accomplishments and next steps back to their respective Schools, District and State stakeholders; and model certain practices for their colleagues. In addition, specific tools will be consistently used from one PLC to the next to support our work, and participants will use those tools to share information with stakeholders.

Figure 2. Representation of Professional Learning Community (PLC)



4.3 Tools of the Trade: The Logic Model and the PLC Guide

Cohesiveness...Consistency...Collaboration

These words and concepts have been used to describe the intent of the *eSIP* and the benefits of the PLCs. Over time and with practice working in our PLCs, certain procedures and approaches will become second nature to the manner in which we work. They will become part of the VIDE organizational culture. In the meantime, there are two planning tools vital to our work. The *Logic Model* will help us plan, implement, and reflect upon our improvement process. The *PLC Guide* will help us prepare for successful PLCs, even as the specific content and activities may vary from one PLC to the next.

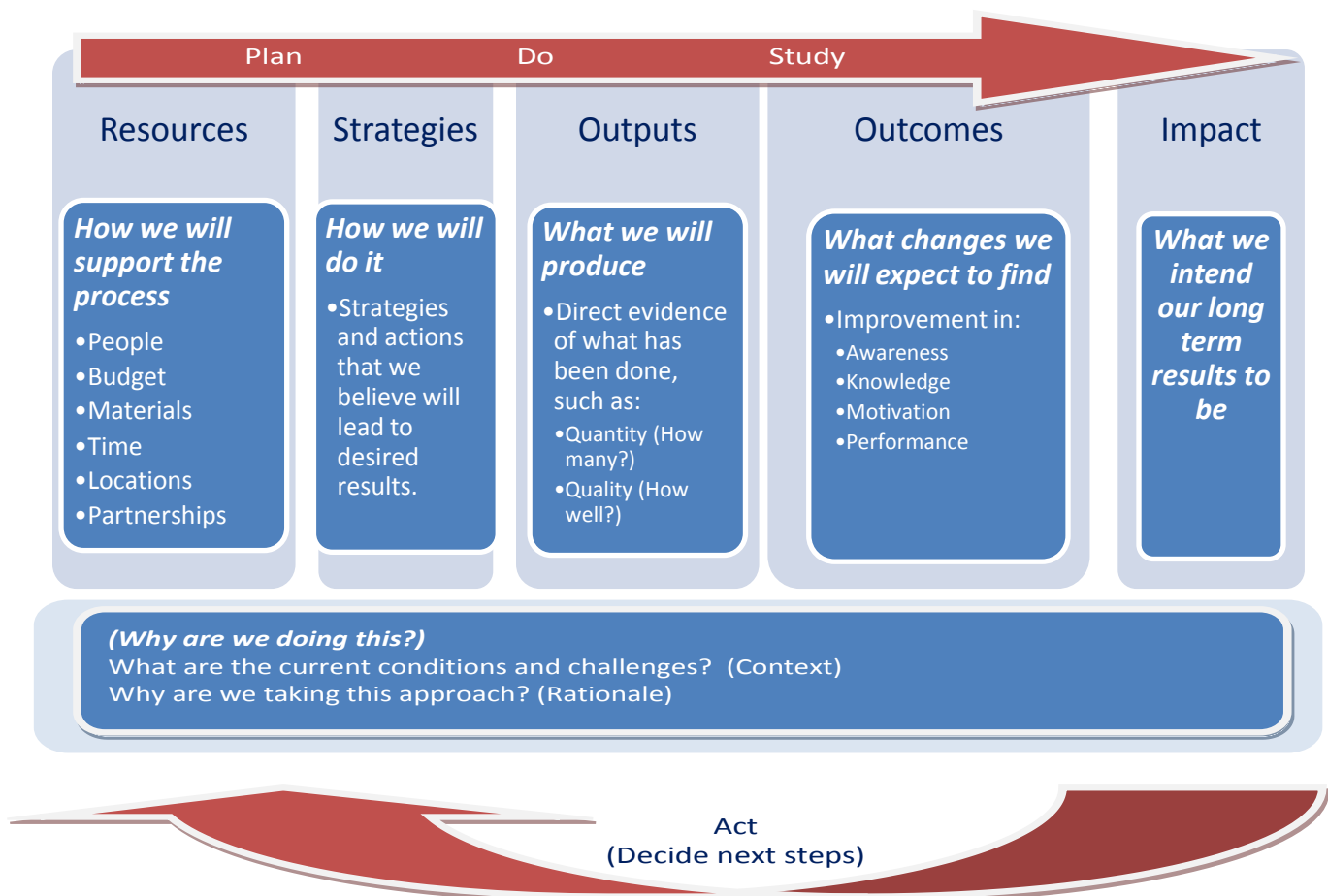
What is a Logic Model? A Logic Model is a tool that aids effective planning, strategy implementation, and evaluation of outcomes for an organization. For VIDE, the Logic Model illustrates how the Education System Improvement Process will work at the School, District, and Territory levels. Its organization into these components of the VIDE system suggests the common changes that are desired, strategies that will be deployed by Schools, Districts, and the State to arrive at these changes, and the resources that will be needed to execute the plan.

A Logic Model represents a series of hypotheses that describe what outcomes are desired, then how they will be achieved (i.e., “IF” we have these resources and perform these activities and strategies, “THEN” we will arrive at these results). It reflects (1) what the school, district, and State want to achieve and (2) the process they will use to get there. In addition, the standard format for organizing this information will assist communication within VIDE and between VIDE and other stakeholders, such as parents and community members.

Why use a Logic Model for the eSIP? The Logic Model captures complex ideas related to planning, implementation, and results within a simple visual graphic that is meaningful and applicable to a variety of audiences. As a result, the Logic Model can become an organizational and management “touchstone” for VIDE that can assist in planning, reflecting, and decision-making efforts with different groups of stakeholders.

What does the Logic Model tell us? VIDE’s logic model has three main sections that respond to questions of WHY, WHAT, and HOW (see Figure 3). In turn, these sections correspond to components of the Continuous Improvement Process, as the assumptions that guide the Logic Model should be reflected upon as evidence is compiled and it should be modified as needed.

Figure 3: The Logic Model



Sections and Components of the Logic Model. The basic Logic Model sections and components shown in Figure 3 are defined below and illustrated with an example.

1. The **WHY section at the bottom** describes the context and the rationale, communicating the strategies chosen to address them. This section helps in the initial stages of planning by articulating these important concepts in a concise manner. The clearer we are on the WHY questions, the easier it will be for us to discuss the next two questions: WHAT we want, and HOW we will get there.

A “WHY” example: VIDE had some concerns about school culture, that is, the limited degree to which parents were involved in their children’s education and the apparent lack of engagement shown by many students. Yet parent involvement in their child’s education and student engagement in the learning process are related to positive outcomes for students in terms of academic achievement. This is the context for the challenge and begins to describe WHY this issue is important.

2. The WHAT section begins with the far right column of the Logic Model: the **Impact statement**. The Impact statement relays the big picture: what long term, major results we intend. Here is where the WHY question begins to assist us, as the challenges we described should relate closely to the Impact we desire.

A “WHAT” (Impact) example: Based on our WHY context, an appropriate impact statement can be found in the language for the VIDE Priority related to Improved School Culture. That is:

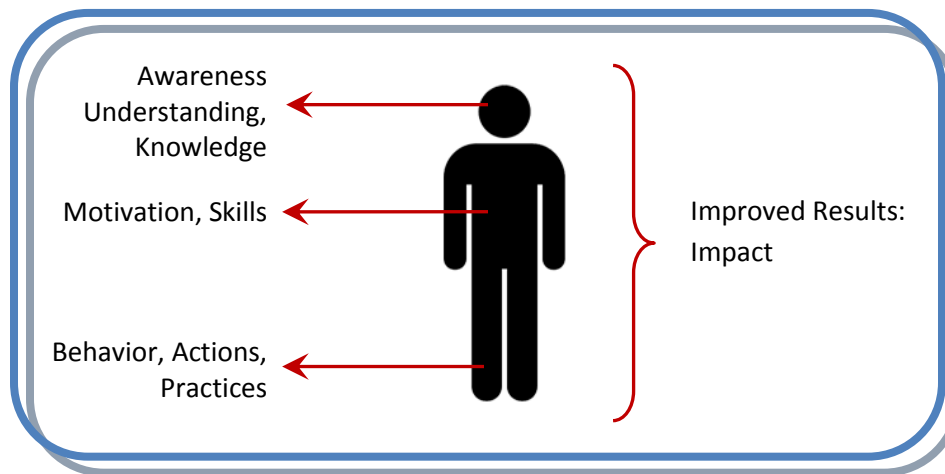
VIDE will ensure that all learners attend schools where:

- Stakeholders are important contributors in creating a positive school culture that leads to high academic achievement.
- The professional and physical environment is collaborative, welcoming, and promotes engagement, positive relationships and social, emotional, and intellectual development.

3. To the left of the Impact statement are a series of shorter-term, more specific **Outcome statements** that we anticipate achieving as we work toward our big picture result. These Outcomes reflect WHAT changes we expect to find because of our efforts. When considering desired Outcomes, it is important to think about the different stages people often go through as they change. Before we see changes in what people do, we need to consider what had to change prior to these new behaviors, such as levels of awareness, understanding, motivation,

skills (See Figure 4). All of these are areas to think about as we consider the Outcomes of our efforts.

Figure 4. Outcomes and Behavior Change.



A “**WHAT**” (Outcomes) example: Our Impact statement related to Improved School Culture talks about a collaborative, engaging school environment that leads to high academic achievement. Reflecting on this statement, we can consider an array of important, shorter-term outcomes related to students in the school, including issues related to student attendance:

- Awareness, knowledge, skills: Students are aware of the value the school places on attendance.
- Desire, motivation: Students are motivated to attend school.
- Behaviors, Practice: Students have excellent attendance rates.
- Level of functioning, effectiveness: While at school, students are engaged in the learning.

4. The **Outputs** section connects the “WHAT” section of the Logic Model with the “HOW” section. Outputs are evidence of our efforts to improve, such as quantity of something (e.g. number of participants in a training event) or the quality of something (e.g. the strength of the training event). Outputs can also be products, such as the creation of a plan or a critical document. Outputs suggest that we are actually implementing the Strategies we’ve planned.

A “**WHAT/HOW**” example: If a school decides that one of their goals for the School Culture priority relates to improving student attendance and engagement, stakeholders may choose the following Strategy:

- Communicate attendance policy and goals in a variety of ways to students, teachers, parents, and community

Related Outputs for this Strategy may include:

- Number and frequency of school newsletters distributed to parents and community that include information on attendance goals and related data
- Attendance at student assembly emphasizing importance of attendance and incentives
- Number of calls home when students are not present
- Daily displays of classroom and school wide attendance in relation to goal

5. Finally, the far left column of the Logic Model relates to **resources** that will contribute to our efforts, i.e., HOW we will support our work. Resources fall into a number of categories, including having the right people (with important knowledge and skills), materials, budget (although not all activities and strategies require financial support), and logistics.

A “**HOW**” example: Demonstrates thoughts about needed resources...HOW will we make this happen? Looking back at our previous examples, a few possible Resources may include:

- Writer for newsletter and budget to publish and distribute
- Partnership with PTO, Police officers, other Community-based organizations

Now, let us look at how our example is starting to shape up when organized into a Logic Model. This represents the *beginnings* of a Logic Model related to the priority for Improved School Culture (Figure 5).

Figure 5: Beginning draft example of Logic Model for Improved School Culture

HOW			WHAT	
Resources	Strategies	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> • Writer for newsletter and budget to publish and distribute • Partnership with PTO, Police officers, other Community-based organizations • Staff member to provide outreach to families of students when they are absent 	<ul style="list-style-type: none"> • Communicate attendance policy and goals in a variety of ways to students, teachers, parents, and community 	<ul style="list-style-type: none"> • Number and Frequency of school newsletters distributed to parents and community that include information on attendance goals and related data • Attendance at student assembly emphasizing importance of attendance and incentives • Number of calls home when students are not present • Daily displays of classroom and school wide attendance in relation to goal 	<ul style="list-style-type: none"> • Students are <u>aware</u> of the value the school places on attendance. • Students are <u>motivated</u> to attend school. • Students <u>have excellent attendance rates</u>. • While at school, students are <u>engaged</u> in the learning 	<p>All learners attend schools where:</p> <ul style="list-style-type: none"> • Stakeholders are important contributors in creating a positive school culture that leads to high academic achievement. • The professional and physical environment is collaborative, welcoming, and promotes engagement, positive relationships and social, emotional, and intellectual development.
<p>WHY</p> <p><u>Context:</u> Parent involvement in their children’s education is limited Students are not consistently engaged in the learning process Parent involvement in their child’s education and student engagement in the learning process are related to positive outcomes for students in terms of academic achievement.</p> <p><u>Rationale:</u> There are several approaches to getting parents involved and students engaged: one basic need is to ensure children are attending school on a regular basis. Then educators must find ways to engage and educate them.</p>				

What is the PLC Guide? It is understood that there will be some general and consistent objectives for PLCs (See Figure 6: General Logic Model for PLCs). These include outcomes such as a greater awareness of School, District, and State trends related to the State Priorities; an understanding of the impact of ongoing strategies on student achievement; and more useful, dynamic improvement plans. However, specific objectives for the four PLCs will be tailored to VIDE’s school improvement needs at that point in time. Therefore the PLC Guide will be prepared by the PLC

facilitators and distributed to PLC participants four times per year, prior to each PLC. This will aid participants in preparing for the upcoming PLC.

The PLC Guide is a supplemental tool to this Operational Manual. The Operational Manual provides the background information for school improvement within VIDE that all educators need to be aware of and understand. It describes the *eSIP*, the PLCs, and important information about the common tools, such as the Logic Model. The PLC Guide is used to outline specific expectations for each Professional Learning Community. It provides a uniform structure to describe what will happen, how participants need to prepare, and the expectations for how the PLC work will be applied back to the participants' work settings at the State, Districts, and Schools.

The components of the PLC Guide are described below. A blank PLC Guide is provided in the Appendix.

- Identify PLC Logistics, such as WHERE, WHEN, WHO:
 - Location
 - Dates/Times
 - Facilitators
 - Attendees
- Identify WHAT the PLC focus will be:
 - Specify PLC Outcomes related to Awareness, Understanding, Knowledge, Skills, Behavior/Practices, Effectiveness
 - Specify PLC Outputs, such as what will be produced
- Identify HOW the work will be done and supported:
 - Describe Activities that will occur during the PLC
 - List Resources that will be needed, including people, materials, supplies, information
- Organize the critical information to help participants prepare.
- Add any additional information that has not been addressed by the above.

<i>HOW</i>			<i>WHAT</i>	
Resources	Strategies	Outputs	Outcomes	Impact
<p><i>What we will need</i></p> <ul style="list-style-type: none"> • SIP Teams, District/State personnel, Coordinators; subs at schools, facilitators • Operational Manual, SIP Template, PLC Guides • Existing improvement plans • Appropriate data reports as requested in advance • Information regarding location, times 	<p><i>What we will do</i></p> <ul style="list-style-type: none"> • Work collaboratively: School, District, State staff • Analyze data related to priorities • Reflect upon findings • Reflect upon implementation of current improvement plan • Develop/modify improvement plans 	<p><i>What we will produce</i></p> <ul style="list-style-type: none"> • Information to take back to and communicate with colleagues: <ul style="list-style-type: none"> ➢ Data charts, graphs, and findings ➢ <i>eSIP</i> plans, modifications 	<p><i>The changes we will expect to find</i></p> <ul style="list-style-type: none"> • Greater awareness of School, District, and State trends related to Priorities: • Understand impact of ongoing strategies on student achievement and other outcomes • Greater alignment of strategies and resources to address challenges • More targeted support for schools from District and State staff • More useful and dynamic improvement plans • Improved implementation of plans 	<p>Coherent school improvement planning at all levels of the VIDE system, resulting in significantly improved student achievement</p>
<p><u>WHY</u></p> <p><u>Context:</u> The current School Improvement Process is inconsistent in its focus, not aligned from School to District to SEA, and is not making a significant impact on student achievement.</p> <p><u>Rationale:</u> Increased collaboration within and across the VIDE system is required to improvement alignment and enhance learning. Collaboration requires a new way of working that is supported by regular, focused, and productive opportunities to convene, plan, reflect, and learn.</p>				

Figure 6: Logic Model: General Framework for PLCs.

What will happen in the four PLCs? In this section, we will describe how the PLCs work to encourage continuous improvement and utilize tools that enhance collaborative team work and planning. Examples of general tasks that must be accomplished prior to and after the PLC meetings are outlined in the charts following the meeting descriptions.

Professional Learning Community # 1

The purpose of PLC #1 is to analyze needs and draft plans for Year 1 of the *eSIP* cycle.

School teams comprised of administrators, teacher leaders, and Coordinators will meet collectively in a common location. District and State personnel are also present to work with the teams. Tasks that will be accomplished include:

- Sharing of the State Priorities
- Analyzing relevant data and identifying school trends related to the State Priorities
- Identifying assets and needs related to the State Priorities
- Developing Logic Models to organize each school's proposed strategies to address the State Priorities
- Identifying key indicators that will be used to measure progress on each of the priorities.
- Preparing to present the draft Logic Models to local school stakeholders and involve them in developing the action plan

Roles and Responsibilities

	Pre PLC #1	Post PLC #1
State	<ul style="list-style-type: none">• Market <i>eSIP</i> to the public• Prepare data notebooks/worksheets for schools relevant to the State Priorities• Identify common key indicators for priorities• Identify common strategies all schools are expected to implement	<ul style="list-style-type: none">• Assist districts in planning professional development to support State Priorities• Provide follow up for restructuring schools• Work with districts to identify common professional development needs• Disseminate communication bulletin
Districts	<ul style="list-style-type: none">• Work with the State to identify common key indicators for priorities• Work with the State to identify common strategies for schools• Organize district personnel to assist school teams at PLC	<ul style="list-style-type: none">• Assist schools to conduct on-site meetings to involve stakeholders• Develop list of common professional development needs• Prepare for PLC #2
Schools	<ul style="list-style-type: none">• Share information about upcoming PLC with stakeholders• Select team members to attend PLC meetings (4-6 per school)	<ul style="list-style-type: none">• Share drafts of Logic Models with stakeholders• Obtain feedback from stakeholders needed to develop plans in preparation for PLC #2• Begin to develop action plans

Professional Learning Community #2

School teams, District, and State personnel convene for a second meeting. Action plans have been drafted at the individual schools with the input of the stakeholders. **The purpose of PLC #2 is to refine the plans and prepare for implementation by:**

- Presenting the Logic Models/school plans to colleagues at the PLC

- Gathering feedback from the PLC
- Revising plans based on feedback
- Creating budgets to support intended strategies
- Developing strategies to market the plan to all local school stakeholders and involve them in the implementation of the plan.

Roles and Responsibilities

	Pre PLC #2	Post PLC #2
State	<ul style="list-style-type: none"> • Prepare examples of activities that can improve student achievement without costs • Identify <i>eSIP</i> financial resources 	<ul style="list-style-type: none"> • Work with the Districts and FLICC to roll up plans into the Consolidated Grant Application (CGA)
Districts	<ul style="list-style-type: none"> • Follow up with schools on collecting feedback for their plans • Assist schools with drafting their plans as needed 	<ul style="list-style-type: none"> • Assist schools in implementing their stakeholder involvement plans • Roll up school action plans into District plan for the CGA
Schools	<ul style="list-style-type: none"> • Revise Logic Models based on feedback from stakeholders • Draft action plans based on feedback 	<ul style="list-style-type: none"> • Share revised plans with stakeholders • Begin implementing strategies in plans

Professional Learning Community #3*

Now that schools are implementing their strategies, PLC #3 will convene for **the purpose of monitoring the initial implementation of the plans in order to make any mid-course corrections**. The school teams will work at this PLC to do the following:

- Share formative data gathered on each of the priorities to date with the PLC
- Examine data trends (strengths/challenges) with the PLC
- Learn to use the Logic Model to troubleshoot areas where progress is not evident
- Make mid-course corrections as needed
- Develop a plan to share modifications with local stakeholders and involve them in refocusing efforts in challenge areas

Professional Learning Community #4*

By this point in the cycle, schools have administered summative assessments. **The purpose of PLC #4 is to analyze summative results of the implementation and make adjustments for Year 2 of the *eSIP* planning cycle**. The tasks of the PLC are as follows:

- Schools share summative data gathered on each of the priorities with the PLC
- Analyze results of the implementation
- Examine data trends across all schools
- Identify strategies that seem to be producing the best results

- Identify possible modifications needed for Year 2 of the *eSIP*
- Develop a plan to share results with school stakeholders and involve them in developing modifications needed for Year 2
- Celebrate successes!

*Pre and Post PLC #3 and #4 charts will be added after the completion of PLCs 1 & 2.

V. Putting it all Together

Within this Operational Manual, you have learned about the *eSIP*, the overarching process for improvement that links us from State to District to School. You have seen how this process relates to a general approach called the Continuous Improvement Process. You have learned how PLCs will be the primary mechanism to carry out the *eSIP*, how they will be structured, and how you will prepare for them four times a year. And you have seen how the Logic Model will be an important tool to anchor our work.

Figure 7 attempts to tie all of the above together into one cohesive visual. As you view this, consider how, as your teams meet periodically via the PLCs, participants will be charged with responsibilities both prior to and after the PLCs. Consider the role of PLC participants in communicating with colleagues and other stakeholders. Understand how plans will be built, implemented, and evaluated throughout the *eSIP*, and that, importantly; this work will be done collaboratively...not in isolation.

Even as VIDE raises its expectations for how we craft and execute our plans, how well we implement them, and the quality outcomes we will attain, we know that it will take all of our heads, hearts, and efforts to make this happen. We expect that successfully executing the *eSIP* will be challenging *and* fulfilling work that will not only bring about better results for our children, but will make us better educators along the way.

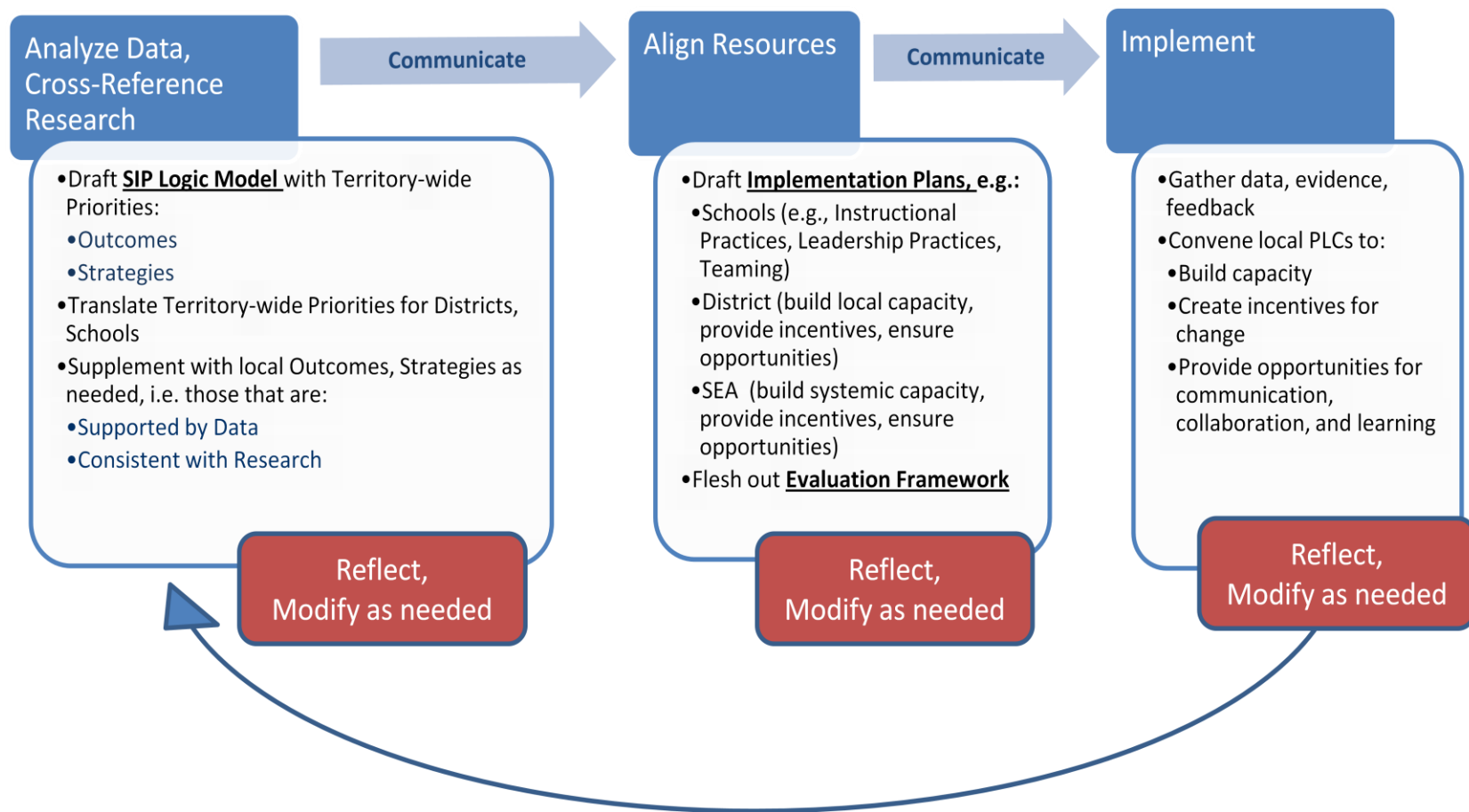


Figure 7. Education System Improvement Process, supported throughout by PLCs.

VI. Appendices

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Continuous Improvement Process - an ongoing effort to improve how we work, what we do, and our impact on student learning. The process is fueled by data, which guide planning and then provide feedback about our implementation and the results of our efforts. There are four stages of the continuous improvement process. A system may enter the process at any point, but for those just beginning, the steps are:

- Plan – analyze current status, set evidenced-based goals, and strategize how to achieve goals.
- Do – implement the plan and collect data on the process.
- Study – analyze formative results; reflect on what is going well and what needs to be changed.
- Act – share results, decide to stay the course or modify if needed.

Education System Improvement Process (eSIP) - the consistent approach to improvement that will be implemented across the VIDE system on an ongoing basis, always with the goal of providing first-rate learning opportunities for all students. The mission of the eSIP is to support coherent school improvement planning at all levels of the VIDE system, resulting in significantly improved student achievement.

Evaluation - the systematic collection and analysis of data needed to make decisions about future actions.

Florida and Islands Comprehensive Center at ETS (FLICC) – one of 16 federally funded Technical Assistance Centers. FLICC serves Florida, Puerto Rico and the US Virgin Islands.

LEA – Local Education Agency, refers to the District Offices of the Insular Superintendents and their staffs.

Logic Model - a learning tool that aids effective planning, strategy implementation, and evaluation of outcomes for an organization. Sections of the Logic Model include:

- Resources – what we will need to support the process.
- Strategies – what will be done to lead to the desired results?
- Outputs – what will be produced?
- Outcomes – what changes we will expect to find.
- Impact Statement – what the long term results are intended to be.

Priorities –territory-wide goals that will focus systemic change and contribute to increased student achievement. The priority areas are Academic Achievement, Improved School Culture and Improved Teacher/Instructional Leader Effectiveness.

Professional Learning Community (PLC) - a group of educators that gathers with the intention of collectively seeking, sharing, reflecting, learning and acting to continuously improve their practice for the benefit of all students.

School Improvement Plan – the written improvement plan for each school that includes data, strategies, action plans, and use of funds designed to improve student achievement. The plan is

modified and reflected upon in a continuous process. Led by the school principal, the development of the plan includes the input of local stakeholders.

SEA – State Education Agency, refers to the Territorial Office and Staff of the Commissioner of the Virgin Islands.

Stakeholders - includes teachers and administrators; also students (when appropriate), parents and community members.



U.S. VIRGIN ISLANDS DEPARTMENT OF EDUCATION

(Name of School)

Improvement Plan

Beginning _____ through _____
(School year) (School Year)

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I. Introduction and Background

1.1 School Information

School Name: _____

District Name: _____

Principal: _____

School Improvement Plan Chair: _____

Superintendent: _____

School Improvement Team	
Team Member	Position

1.2 Demographic Data

School Demographic Trends		School Year		School Year		School Year	
		#	%	#	%	#	%
Presence/ Absence	Attendance Rate						
	Transfer/Withdrawals						
	Truancy Rate						
Disciplinary Infractions	Suspension Rate						
	Expulsion Rate						
Movement Through School	Promotion Rate						
	Retention Rate						
	HS Graduation Rate						
	HS Drop-Out Rate						
Gender	Males						
	Females						
Ethnicity	White						
	Black						
	Hispanic						
	Asian						
	Other (Specify)						
Special Populations	English Language Learners						
	Students With Disabilities						

1.3 Current School Status

Briefly summarize the school's main strengths and challenges, based on demographic data.

Identify Current AYP Status:

☐ Exemplary ☐ Commendation ☐ Review ☐ Watch ☐ Restructuring

II. School Improvement Priorities

2.1 Academic Achievement

2.1.1 Needs Assessment Data Note:

(All schools must include VITAL-S, ITBS, and ITED data.)

2.1.2 Data Analysis

Summarize the main points of your analysis. Add rows as needed.

Patterns of Strengths and Challenges

Patterns of Strengths	Indicate data upon which conclusion is drawn
Patterns of Challenges	Indicate data upon which conclusion is drawn

2.1.3 Academic Achievement Improvement Goals at a Glance: LOGIC MODEL

Resources <i>(How will we support the process?)</i>	Strategies <i>(How will we do it?)</i>	Outputs <i>(What will we produce?)</i>	Outcomes <i>(What changes will we expect to find?)</i>	Impact <i>(What do we intend our long term results to be?)</i>
				SIGNIFICANT ACADEMIC ACHIEVEMENT
Why are we doing this? <i>What are the current conditions and challenges? (Context)</i> <i>Why are we taking this approach? (Rationale)</i>				

2.1.4 Program Narrative

Describe in more detail, the strategies and activities that will be implemented based on the needs identified above and the reason for selecting those strategies. Also make sure you are able to justify the funds for programs and other resources you will need to carry out those strategies.

2.1.5 Program Action Plan

Priority: Academic Achievement Objective 1: (Communication Skills)			Timelines P=Planning I=Implementation E=Evaluation				Monitoring	Outcome Evaluation	Impact
Strategy	Activities	Person(s) Responsible	10/11 ----- 12/11	1/12 ----- 3/12	4/12 ----- 6/12	7/12 ----- 9/12	Evidence of Activities/Outputs & Quality	Evidence of Results/Outcomes	Results

Priority: Academic Achievement Objective 2: (Career and College Readiness)			Timelines P=Planning I=Implementation E=Evaluation				Monitoring	Outcome Evaluation	Impact
Strategy	Activities	Person(s) Responsible	10/11 ----- 12/11	1/12 ----- 3/12	4/12 ----- 6/12	7/12 ----- 9/12	Evidence of Activities/Outputs & Quality	Evidence of Results/Outcomes	Results

Priority: Academic Achievement Objective 3: (Academic Proficiency)			Timelines P=Planning I=Implementation				Monitoring	Outcome Evaluation	Impact
---	--	--	---	--	--	--	------------	-----------------------	--------

2.2 School Culture and Climate

2.2.1 Needs Assessment Data

Data Source	SY 2008-2009	SY 2009-2010	SY 2010-2011

2.2.2 Data Analysis

Summarize the main points of your analysis. Add rows as needed.

Patterns of Strengths and Challenges

Patterns of Strengths	Indicate data upon which conclusion is drawn
Patterns of Challenges	Indicate data upon which conclusion is drawn

2.2.3 School Culture and Climate Improvement Goals at a Glance: LOGIC MODEL

Resources <i>(How will we support the process?)</i>	Strategies <i>(How will we do it?)</i>	Outputs <i>(What will we produce?)</i>	Outcomes <i>(What changes will we expect to find?)</i>	Impact <i>(What do we intend our long term results to be?)</i>
			<ul style="list-style-type: none"> • STAKEHOLDERS ARE IMPORTANT CONTRIBUTORS IN CREATING A POSITIVE SCHOOL CULTURE • THE PROFESSIONAL AND PHYSICAL ENVIRONMENT IS COLLABORATIVE, WELCOMING AND ENGAGING • COMMUNICATION IS PERVASIVE, COMPREHENSIVE AND CLEARLY ADDRESSES SCHOOL MISSION, VISION AND GOALS 	SIGNIFICANT ACADEMIC IMPROVEMENT
Why are we doing this? <i>What are the current conditions and challenges? (Context)</i> <i>Why are we taking this approach? (Rationale)</i>				

2.2.4 Program Narrative

Describe in more detail, the strategies and activities that will be implemented based on the needs identified above and the reason for selecting those strategies. Also make sure you are able to justify the funds for programs and other resources you will need to carry out those strategies.

2.2.5 Program Action Plan

Priority: School Culture and Climate Objective 1: (Stakeholder Involvement)			Timelines P=Planning I=Implementation E=Evaluation				Monitoring	Outcome Evaluation	Impact
Strategy	Activities	Person(s) Responsible	10/11 ----- 12/11	1/12 ----- 3/12	4/12 ----- 6/12	7/12 ----- 9/12	Evidence of Activities/Outputs & Quality	Evidence of Results/Outcomes	Results

Priority: School Culture and Climate Objective 2: (Collaborative, welcoming, and engaging school climate)			Timelines P=Planning I=Implementation E=Evaluation				Monitoring	Outcome Evaluation	Impact
Strategy	Activities	Person(s) Responsible	10/11 ----- 12/11	1/12 ----- 3/12	4/12 ----- 6/12	7/12 ----- 9/12	Evidence of Activities/Outputs & Quality	Evidence of Results/Outcomes	Results

2.3 Teacher and Leader Effectiveness

2.3.1 Needs Assessment Data

[illegible]

2.3.2 Data Analysis

Summarize the main points of your analysis. Add rows as needed.

Patterns of Strengths and Challenges

[illegible]

2.3.3 Teacher and Leader Effectiveness Improvement Goals at a Glance: LOGIC MODEL

Resources <i>(How will we support the process?)</i>	Strategies <i>(How will we do it?)</i>	Outputs <i>(What will we produce?)</i>	Outcomes <i>(What changes will we expect to find?)</i>	Impact <i>(What do we intend our long term results to be?)</i>
			STAFF WHO <ul style="list-style-type: none"> • UTILIZE RIGOROUS AND RELEVANT INSTRUCTIONAL STRATEGIES • BUILD POSITIVE AND INCLUSIVE CLASSROOM CULTURES 	SIGNIFICANT ACADEMIC IMPROVEMENT
Why are we doing this? <i>What are the current conditions and challenges? (Context)</i> <i>Why are we taking this approach? (Rationale)</i>				

2.3.4 Program Narrative

Describe in more detail, the strategies and activities that will be implemented based on the needs identified above and the reason for selecting those strategies. Also make sure you are able to justify the funds for programs and other resources you will need to carry out those strategies.

2.3.5 Program Action Plan

Priority: Teacher and Leader Effectiveness Objective 1: (Rigorous and Relevant Instruction)			Timelines P=Planning I=Implementation E=Evaluation				Monitoring	Outcome Evaluation	Impact
Strategy	Activities	Person(s) Responsible	10/11 ----- 12/11	1/12 ----- 3/12	4/12 ----- 6/12	7/12 ----- 9/12	Evidence of Activities/Outputs & Quality	Evidence of Results/Outcomes	Results

Priority: Teacher and Leader Effectiveness Objective 2: (Positive and Inclusive Classroom Culture)			Timelines P=Planning I=Implementation E=Evaluation				Monitoring	Outcome Evaluation	Impact
Strategy	Activities	Person(s) Responsible	10/11 ----- 12/11	1/12 ----- 3/12	4/12 ----- 6/12	7/12 ----- 9/12	Evidence of Activities/Outputs & Quality	Evidence of Results/Outcomes	Results

2.3.6 Program Budget

Goal/Strategy	Funding Source	Salaries/Stipends	Fringe Benefits	Purchased Services	Materials/Supplies	Capital Outlay	Total

(Available funding sources are your local allocations, and the federal elementary and secondary education act (ESEA) program under which the department consolidates.)

III. Summary

(Describe how the priorities are aligned and working together to improve the overall performance of your school.)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and a small shadow on the right side, suggesting it's resting on a surface.

IV. Budget Summary

Proposed Funding Source	Allocation	Personnel	Fringe Benefits	Purchased Services	Materials/Supplies	Capital Outlay	TOTAL
Federal							
Title V							
Local							
Education Initiative Fund							
Substitute Pool							
Accreditation							
Casino							
Other							

Instructions for Completing the School Improvement Plan Template

Coversheet

Fill in the name of your school and the two year span covered by the plan.

Section 1.1 School Information

Provide the requested school information, including the School Improvement Planning Team Chairperson.

List the names of the members of your School Improvement Planning Team and their current position, (e.g. classroom teacher, reading coach, parent, etc.)

Section 1.2 Demographic Information

Provide the requested demographic information for each of the categories for the past 3 years. Indicate the school year that the data represent in the school year box at the top of the chart.

Section 1.3 Current School Status

Summarize the school's main strengths and challenges, based on the demographic data. (e.g. The increasing dropout rate indicates we need to implement more effective dropout prevention strategies, including working with our feeder schools to provide better transitional programs.)

Check the box which reflects your current school status, related to AYP.

Section 2.1.1 Needs Assessment Data for Academic Achievement

1) Provide proficiency levels on reading and math for the past 3 years.

Insert tables and graphs reflecting the school's performance in reading and math on the VITAL-S for the past 3 years. The data need to show trends in the percentage of all students who are scoring at proficient or above in both reading and math for the past 3 years and provide a breakdown of subpopulations scoring at proficient or above levels in reading and math for the past 3 years.

2) Provide performance trends by grade levels in reading and math for the past 3 years.

Insert tables and graphs reflecting the school's performance by grade levels in reading and math for the past 3 years.

3) Provide performance trends by subject strands for the past 3 years

Insert tables and graphs reflecting the school's performance by subject strands (e.g. reading vocabulary, comprehension, etc) for the past 3 years.

4) Provide performance information on additional reading and math indicators, if available and relevant.

Section 2.1.2 Data Analysis

Provide an analysis of your school's strengths and challenges in reading and math, based on your needs assessment data. Indicate the data source for your conclusions. (e.g. VITAL-S Reading Comprehension Strand)

Section 2.1.3, Academic Achievement Improvement Goals at a Glance: Logic Model*

Begin with the **WHY** section, describing the current situation and your rationale for taking the action you are planning to take to address the problem.

Working backwards from right to left in the Logic Model, you will see your **IMPACT** statement has been filled in since all the improvements proposed in reading and math are intended to have the long term impact of significantly improving student academic achievement.

Moving to the **OUTCOMES** section, identify the short term, or intermediate, benchmarks that will indicate you are on track to make your intended impact.

Next, identify the research-based **STRATEGIES** you will implement that will yield the best results in reaching your objectives.

Moving to the **OUTPUTS** column, identify the evidence you will be looking for that will indicate you are making progress in implementing your strategies. (e.g. If one of your strategies is to train teachers in the 6-Traits Writing Assessment, then your output would be the number of teachers trained.) Strategies are what you plan to do. Outputs are what you will produce as a result of implementing your strategies.

Finally, identify the **RESOURCES** you will need to implement your strategies effectively and efficiently.

Include human and material resources needed as well as monetary resources.

*Complete a Logic Model for each academic content area included in your School Improvement Plan.

Section 2.1.4 Program Narrative*

Describe in more detail the strategies and activities you plan to implement and your reason for selecting those strategies. Provide further information about the resources and funding you will need to carry out your plan.

*Complete a Program Narrative for each academic content area included in your School Improvement Plan.

Section 2.1.5 Action Plan*

Complete the Action Plan for Objective 1: Communication

Write a SMART (Specific, measurable, achievable, relevant and time-based) objective to address your school's writing improvement goals.

Transfer your STRATEGIES from your Logic Model for Communication to the strategies section of the action plan. Next, break the strategies down into smaller steps or ACTIVITIES. (Strategies generally refer to the major interventions; activities are the smaller steps that need to be taken to implement the intervention.)

Identify the PERSON(S) RESPONSIBLE for seeing that the activities are carried out. Next indicate on the TIMELINE when the planning, implementation, and evaluation of the strategies will be carried out by placing a P, I, or E in the appropriate timeslot.

Transfer your OUTPUTS, OUTCOMES and IMPACT statements from your Logic Model to the Action Plan.

Be sure you have measurable evidence of the outputs and outcomes.

Complete the Action Plan for Objective 2: Career and College Ready

Complete the action plan for this objective as it applies to your school, following the same steps outlined for Objective 1.

Complete the Action Plan for Objective 3: Academic Proficiency*

Complete the Action Plan for Objective 3, following the same steps outlined for Objective 1.

*Complete an Action Plan for each content area addressed in your School Improvement Plan.

Section 2.1.6 Program Budget

Complete the budget, aligning funding needs with each strategy as needed. NOTE: Not every strategy will require additional funding. (e.g. Incorporating vocabulary strategies in content areas requires planning but does not require additional funding)

Identify the appropriate funding source for the strategy/activity based on allowable program expenditures.

Funding Sources include Federal funds (Title V) and Local funds (Education Initiative Fund, Substitute Pool, Accreditation, Casino, and others).

Section 2.2.1 Needs Assessment Data for School Culture and Climate

Identify data related to school culture and climate and chart trends over the past 3 years if available.

Section 2.2.2 Data Analysis

Identify the patterns of strengths and challenges, based on your school's School Culture and Climate data. Indicate the data on which you based your conclusions.

Section 2.2.3 School Culture and Climate Improvement Goals at a Glance: Logic Model

Begin with the **WHY** section, describing the current situation and your rationale for taking the action you are planning to take to address the problem.

Work backwards from right to left in the Logic Model. [Notice the Impact and Outcomes sections of the Logic Model for School Culture and Climate have been pre-populated to reflect the outcomes and impact identified in the State Priorities.]

Next, identify the research-based **STRATEGIES** you will implement that will yield the best results in reaching your objectives.

Moving to the **OUTPUTS** column, identify the evidence you will be looking for that will indicate you are making progress in implementing your strategies. (e.g. If one of your strategies is to train teachers in the

Teacher Expectations Student Achievement (TESA) then your output would be the number of teachers trained.) Strategies are what you plan to do; Outputs are what you will produce as a result of implementing those strategies.

Finally, identify the **RESOURCES** you will need to implement your strategies effectively and efficiently.

Include human and material resources needed as well as monetary resources.

Section 2.2.4 Program Narrative

Describe in more detail the strategies and activities you plan to implement and your reason for selecting those strategies. Provide further information about the resources and funding you will need to carry out your plan.

Section 2.2.5 Action Plan

Complete the Action Plan for Objective 1: Stakeholder Involvement

Write a SMART (Specific, measurable, achievable, relevant and time-based) objective to address your school's culture and climate goals.

Transfer your STRATEGIES from your Logic Model for School Culture and Climate to the strategies section of the action plan. Next, break the strategies down into smaller steps or ACTIVITIES. (Strategies generally refer to the major interventions; activities are the smaller steps that need to be taken to implement the intervention.)

Identify the PERSON(S) RESPONSIBLE for seeing that the activities are carried out.

Next indicate on the TIMELINE when the planning, implementation, and evaluation of the strategies will be carried out by placing a P, I, or E in the appropriate timeslot.

Transfer your OUTPUTS, OUTCOMES and IMPACT statements from your Logic Model to the Action Plan.

Be sure you have measurable evidence of the outputs and outcomes.

Complete the Action Plan for Objective 2: Collaborative, Welcoming and Engaging School Climate
Complete the action plan for this objective as it applies to your school, following the same steps outlined for Objective 1.

Complete the Action Plan for Objective 3: Communication

Complete the action plan for this objective as it applies to your school, following the same steps outlined for Objective 1.

Section 2.2.6 Program Budget

Complete the budget, aligning funding needs with each strategy as needed. NOTE: Not every strategy will require additional funding. (e.g. Greeting students at the door each morning requires planning but does not require additional funding)

Identify the appropriate funding source for the strategy/activity based on allowable program expenditures.

Funding Sources include Federal funds (Title V) and Local funds (Education Initiative Fund, Substitute Pool, Accreditation, Casino, and others).

Section 2.3.1 Needs Assessment Data for Teacher and Leader Effectiveness

Identify data related to teacher and leader effectiveness and chart trends over the past 3 years if available.

Section 2.3.2 Data Analysis

Identify the patterns of strengths and challenges, based on your school's Teacher and Leader Effectiveness data. Indicate the data on which you based your conclusions.

Section 2.3.3 Teacher and Leader Effectiveness Improvement Goals at a Glance: Logic Model

Begin with the **WHY** section, describing the current situation and your rationale for taking the action you are planning to take to address the problem.

Work backwards from right to left in the Logic Model. [Notice the Impact and Outcomes sections of the Logic Model for Teacher and Leader Effectiveness have been pre-populated to reflect the outcomes and impact identified in the State Priorities.]

Next, identify the research-based **STRATEGIES** you will implement that will yield the best results in reaching your objectives.

Moving to the **OUTPUTS** column, identify the evidence you will be looking for that will indicate you are making progress in implementing your strategies. (e.g. If one of your strategies is to train teachers in rigorous and relevant instruction then your output would be the number of teachers trained.) Strategies are what you plan to do. Outputs are what you will produce as a result of implementing those strategies.

Finally, identify the **RESOURCES** you will need to implement your strategies effectively and efficiently.

Include human and material resources needed as well as monetary resources.

Section 2.3.4 Program Narrative

Describe in more detail the strategies and activities you plan to implement and your reason for selecting those strategies. Provide further information about the resources and funding you will need to carry out your plan.

Section 2.3.5 Action Plan

Complete the Action Plan for Objective 1: Rigorous and Relevant Instruction

Write a SMART (Specific, measurable, achievable, relevant and time-based) objective to address your school's improvement goals related to rigorous and relevant instruction.

Transfer your STRATEGIES from your Logic Model for Teacher and Leader Effectiveness to the strategies section of the action plan. Next, break the strategies down into smaller steps or ACTIVITIES. (Strategies generally refer to the major interventions; activities are the smaller steps that need to be taken to implement the intervention.)

Identify the PERSON(S) RESPONSIBLE for seeing that the activities are carried out. Next indicate on the TIMELINE when the planning, implementation, and evaluation of the strategies will be carried out by placing a P, I, or E in the appropriate timeslot.

Transfer your OUTPUTS, OUTCOMES and IMPACT statements from your Logic Model to the Action Plan.

Be sure you have measurable evidence of the outputs and outcomes.

Complete the Action Plan for Objective 2: Positive and Inclusive Classroom Culture

Complete the action plan for this objective as it applies to your school, following the same steps outlined for Objective 1.

Section 2.3.6 Program Budget

Complete the budget, aligning funding needs with each strategy as needed. NOTE: Not every strategy will require additional funding. (e.g. Incorporating application of learning in lessons requires planning but does not require additional funding)

Identify the appropriate funding source for the strategy/activity based on allowable program expenditures.

Funding Sources include Federal funds (Title V) and Local funds (Education Initiative Fund, Substitute Pool, Accreditation, Casino, and others).

Section III, Summary

Describe how the priorities are aligned and working together to improve the overall performance of your school.

Section IV, Budget Summary

Consolidate the budget requests for each funding source for each budget category.

Introduction and Background. The plan describes characteristics of your school community that may affect student learning. The selection, roles and rotation of school improvement team members are described.				
		Beginning	Developing	Exemplary
a.	School Community Characteristics	The plan includes general information unsupported by data on the strengths and challenges of the school and community that may affect student learning.	The plan includes specific information partially supported by data on the strengths and challenges of the school and community that may affect student learning.	The plan includes specific information that is fully supported by data on the strengths and challenges of the school and community that may affect student learning.
b.	School Improvement Team	The plan includes members from some of the following: representatives from the teaching staff, administration, support staff, and parents.	The plan identifies representatives from the teaching staff, administration, support staff, and parents.	The plan identifies representatives from the teaching staff, administration, support staff, parents, and community members. For secondary schools, a student is included.

Data Collection, Organization and Analysis. The plan provides data and information on demographics, academic achievement, school culture and climate, and teacher and leader effectiveness.

		Beginning	Developing	Exemplary
a.	Data Collection Methods	In most instances, only one method (i.e., surveys, interviews, observations, documents, assessments) is used to collect data on each state priority area.	In most instances more than one method (i.e., surveys, interviews, observations, documents, and assessments) is used to collect additional data on each state priority area.	Multiple sources of data (i.e. surveys, interviews, observations, documents, assessments) are used to provide a rich picture of strengths and challenges in each state priority area.
b.	School Achievement Data	School achievement data includes VITAL-S and ITBS results for one year.	School achievement data includes assessment results for each of the subgroups for three consecutive years.	School achievement data Includes results for each of the subgroups for three consecutive years and includes analyses of grade levels and strands.
c.	Demographic Data: Attendance, Disciplinary Infractions, Movement through School, Gender, and Ethnicity	The plan includes demographics on all components for the most recent year that data are available.	The plan includes demographics on all components for two consecutive years for the most recent years that data are available.	The plan includes demographics on all components for three or more consecutive years (trend data) for the most recent years that data are available
d.	Summaries of Data	Data are inadequately summarized.	Data are summarized and logically organized.	Data are extensively summarized, logically organized into comparisons/trends.
e.	Analysis – Comparisons, Observations, Trends, Strengths and Challenges	Analysis of data provides limited explanations of strengths and challenges, and trends.	Analysis of data provides explanations that are supported by evidence, comparisons, observations, and trends.	Analysis of data provides extensive logical explanations that are supported by evidence, comparisons, observations, and trends.

The Logic Model. The logic model provides a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan to do, and the changes or results you hope to achieve.

		Beginning	Developing	Exemplary
a.	Impact	Some of the improvements outlined in the plan are linked to significantly improving student achievement.	Most of the improvements outlined in the plan are clearly linked to significantly improving student achievement.	All of the improvements outlined in the plan are clearly linked to significantly improving student achievement
b.	Outcomes	The desired changes in skills, knowledge and behavior that are expected as a result of implementing the strategies are vague.	Most of the desired changes in skills, knowledge and behavior that are expected as a result of implementing the strategies are clearly articulated and measurable.	All of the desired changes in skills, knowledge and behavior that are expected as a result of implementing the strategies are clearly articulated and stated in measurable terms.
c.	Outputs	Some of the outputs are clearly articulated and stated in measurable terms.	Most of the outputs are clearly articulated and stated in measurable terms.	All of the outputs are clearly articulated and stated in measurable terms.
d.	Strategies	Some of the interventions are vague and lack evidence of a research base.	Most of the interventions are clear and detailed and have a clear research base.	All of the interventions that are intended to bring about the desired results are reasonable, logical and supported by research.
e.	Resources	Resources are limited and vague and reflect only monetary needs...	Resources are identified to support some of the strategies and include both human and monetary needs.	Resources are identified to support all of the strategies and include both human and monetary needs.

Action Plan. The action plan sets forth objectives, “big picture” strategies needed to obtain each objective and specific activities needed to carry out each strategy. It also provides monitoring strategies and timelines for accountability purposes.

		Beginning	Developing	Exemplary
a.	Specific, Achievable, Results-Oriented Objectives	The objectives are vague or unclear.	The objectives are broad, stated in general terms and address all 3 state priorities.	The objectives address all 3 state priorities and are specific, measurable, achievable results oriented and have a target date.
b.	Research Based Strategies	Some strategies for improving teaching and learning are supported by a minimal amount of scientifically- or evidence-based research.	Most strategies for improving teaching and learning are supported by a significant amount of scientifically- or evidence- based research.	All strategies for improving teaching and learning are supported by strong scientifically- or evidence-based research.
c.	Specific, Achievable, Results-Oriented Strategies/ Actions	Some of the strategies have clear action steps.	Most of the strategies/actions are broadly aligned to the objectives.	All of the strategies/actions are specific, clear, and logically aligned to the objectives.
d.	Strategies/ actions for Subgroups	At least one strategy/action specifically addresses the academic area(s) of underachievement for subgroups that are not achieving adequate yearly progress (AYP) in either reading or mathematics.	At least one strategy/action specifically addresses the academic area(s) of underachievement for subgroups that are not achieving AYP in both reading and mathematics.	More than one activity specifically addresses the academic area(s) of underachievement for subgroups that are not achieving AYP in reading and mathematics.
e.	Responsibilities	Responsibilities are vaguely referenced, limited and lack accountability.	Responsibilities are adequately referenced but lack clear accountability.	Responsibilities are specifically referenced, designate accountability, and show a clear relationship between the strategies/actions and who has responsibility for them.
f.	Measurable evidence of outputs/ outcomes	Strategies have limited or unclear measures for identifying progress on intended outputs and achievement of intended outcomes.	Strategies have adequate and clear measures for identifying progress on intended outputs and achievement of intended outcomes.	Most strategies have multiple and diverse measures for identifying progress on intended outputs and achievement of intended outcomes.
e.	Target Dates/Timelines	The timelines are unrealistic, vague, or, unclear.	The timelines are realistic and broadly aligned to strategies/actions.	The timelines are realistic, specific, clear and aligned to strategies/actions.

Funding and Budgeting. Budgets are developed to identify funding needed to carry out planned strategies and align those funding needs with the appropriate funding sources.

		Beginning	Developing	Exemplary
a.	Source of Funds	The plan identifies either local, territory, or federal resources related to the objectives and strategies/actions.	The plan identifies some combination of local, territory, and federal resources related to the objectives and strategies/actions.	All funding sources are maximized to support the objectives and strategies/actions.
b.	Funding Detail	Budget breakdown (salaries/stipends, fringe benefits, purchased services, supplies/materials capital outlay) is general, e.g., lump sums.	Budget breakdown (salaries/, stipends, fringe benefits, purchased services, supplies/materials capital outlay) is adequately detailed for some strategies/actions.	Budget breakdown (salaries/ stipends, fringe benefits, purchased services, supplies/materials capital outlay) is detailed for all strategies/actions.

Stakeholder Involvement. School and community stakeholders are involved in the development, implementation, and evaluation of the effectiveness of the school improvement plan.

		Beginning	Developing	Exemplary
a.	School staff Involvement	The development of the plan is based primarily on input from the SIP team members.	The development of the plan includes limited opportunities for input from other staff members, in addition to the SIP Team.	The school has a clear plan for involving <u>all</u> staff in the development, implementation, and evaluation of the plan.
b.	Community Involvement	Involvement of the community is limited to input by community representatives on the SIP team during the development of the plan.	The school includes some limited opportunities for community involvement in the development and implementation of the plan.	The school has a clear plan for involving community members in all stages of the SIP cycle: the development, implementation, and evaluation.

6.5 Indicators for Rapid Improvement

The Center on Innovation and Improvement (CII) has synthesized decades of research identifying the most effective indicators that correlate to increased student achievement. A subset of these indicators has been determined to produce “rapid improvement”. These are the strongest predictors of success and are used by schools to accelerate improvement efforts. The USVI SIP Task Force aligned these rapid improvement indicators with the 3 State Priorities of Academic Achievement, Teacher/Leader Effectiveness and Positive School Culture. The table below is adapted from their work.

The purpose of this table is to provide a tool for planning. As you identify needs for your students related to the State Priorities, the indicators can suggest potential strategies and activities that can be included in your logic model (plan) that are practical, easy to understand, and proven to be effective.

	Rapid Improvement Indicators	Academic Achievement			Teacher/Leader Effectiveness		Positive School Culture		
Code	CII Indicator	Academic Proficiency	Communication	Post-secondary & Career-ready	Classroom Instruction	Instructional Leadership	Professional & Physical	Involved Stakeholders	Community
	Team Structure								
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy								
ID02	All teams have written statements of purpose and by-laws for their operation								
ID03	All teams operate with work plans for the year and specific work products to produce								
ID04	All teams prepare agendas for their meetings								
ID05	All Teams maintain official minutes of their meetings								
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams								
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more of an hour each meeting)								
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff								
ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs								
ID11	Teachers are organized into grade level, grade level cluster or subject area instructional teams								
ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, one a month, whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data								

	Rapid Improvement Indicators	Academic Achievement			Teacher/Leader Effectiveness		Positive School Culture		
Code	CII Indicator	Academic Proficiency	Communication	Post-secondary & Career-ready	Classroom Instruction	Instructional Leadership	Professional & Physical	Involved Stakeholders	Community
	Principal								
IE05	The principal participates actively with the school's teams								
IE06	The principal keeps a focus on instructional improvement and student learning outcomes								
IE07	The principal monitors curriculum and classroom instruction regularly								
IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations								
IE09	The principal challenges, supports and monitors the correction of unsound teaching practices								
IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes								
IE13	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress, and suggestions for improvement								

	Rapid Improvement Indicators	Academic Achievement			Teacher/Leader Effectiveness		Positive School Culture		
Code	CII Indicator	Academic Proficiency	Communication	Post-secondary & Career-ready	Classroom Instruction	Instructional Leadership	Professional & Physical	Involved Stakeholders	Community
	Professional Development								
IF01	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers								
IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development								
IF03	Professional Development for teachers includes observations by the principal related to indicators of effecting teaching and classroom management								
IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management								
IF05	Professional development for teachers includes self assessment related to indicators of effective teaching and classroom management								
IF06	Teachers are required to make individual professional development plans based on classroom observations								
IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching								
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching								
IF10	The principal plans opportunities for teachers to share their strengths with other teachers								

	Rapid Improvement Indicators	Academic Achievement			Teacher/Leader Effectiveness		Positive School Culture		
Code	CII Indicator	Academic Proficiency	Communication	Post-secondary & Career-ready	Classroom Instruction	Instructional Leadership	Professional & Physical	Involved Stakeholders	Community
	Aligned Instruction								
IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level								
IIA02	Units of instruction include standards-based objectives and criteria for mastery								
	Classroom Assessment								
IIB01	Units of instruction include pre/post tests to assess student mastery of standards-based objectives								
IIB02	Unit pre tests and post tests are administered to all students in the grade level and subject covered by the unit of instruction								
IIB03	Unit pre tests and post test results are revised by the Instructional Team								
IIB04	Teachers individualize instruction based on pre test results to provide support for some students and enhanced learning opportunities for others								
IIB05	Teachers re-teach based on post test results								
	Differentiated Instruction								
IIC01	Units of instruction include specific learning activities aligned to objectives								
IIC03	Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers								

	Rapid Improvement Indicators	Academic Achievement			Teacher/Leader Effectiveness		Positive School Culture		
Code	CII Indicator	Academic Proficiency	Communication	Post-secondary & Career-ready	Classroom Instruction	Instructional Leadership	Professional & Physical	Involved Stakeholders	Community
	Periodic Assessment								
IID02	The school tests each student at least 3 times each year to determine progress towards standards-based objectives								
IID03	Teachers receive timely reports of results from standardized and objectives based tests								
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data								
IID07	The Leadership Team monitors school-level student learning data								
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies								
IID09	Instructional Teams use student learning data to plan instruction								
IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement								
IID11	Instructional Teams review the results of unit pre/post tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced								
	Instruction - Preparation								
IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction and assessment								
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction								
IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives								
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results								
IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre tests and other methods of assessment								

	Rapid Improvement Indicators	Academic Achievement			Teacher/Leader Effectiveness		Positive School Culture		
Code	CII Indicator	Academic Proficiency	Communication	Post-secondary & Career-ready	Classroom Instruction	Instructional Leadership	Professional & Physical	Involved Stakeholders	Community
	Instruction – Teacher Directed Introduction								
IIIA08	All teachers review the previous lessons								
IIIA09	All teachers clearly state the lesson's topic, theme and objectives								
IIIA10	All teachers stimulate interest in the topics								
IIIA11	All teachers use modeling, demonstration and graphics								
	Instruction – Teacher Directed Presentation								
IIIA13	All teachers explain directly and thoroughly								
IIIA14	All teachers maintain eye contact								
IIIA15	All teachers speak with expression and use a variety of vocal tones								
IIIA16	All teachers use prompting/cueing								
	Instruction – Teacher Directed – Summary Confirmations								
IIIA17	All teachers re-teach when necessary								
IIIA18	All teachers review with drilling/class recitation								
IIIA19	All teachers review with questioning								
IIIA20	All teachers summarize key concepts								

	Rapid Improvement Indicators	Academic Achievement			Teacher/Leader Effectiveness		Positive School Culture		
Code	CII Indicator	Academic Proficiency	Communication	Post-secondary & Career-ready	Classroom Instruction	Instructional Leadership	Professional & Physical	Involved Stakeholders	Community
	Instruction - Interaction								
IIIA21	All re-teach following questions								
IIIA25	All teachers encourage students to paraphrase, summarize and relate								
IIIA26	All teachers encourage students to check their own comprehension								
IIIA27	All teachers verbally praise students								
	Instruction - Student Directed (Group or Individual)								
IIIA28	All teachers travel to all areas in which students are working								
IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback)								
IIIA32	All teachers interact managerially with students (reinforcing rules, procedures)								
IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family)								
	Instruction - Computer Based								
IIA35	Students are engaged and on task								
IIA40	All teachers assess mastery in ways other than those provided by the computer program								
	Instruction - Parent Communication / Homework								
IIIB01	All teachers maintain a file of communication with parents								
IIIB02	All teachers regularly assign homework (4 or more days a week)								
IIIB03	All teachers check, mark and return homework								
IIIB06	All teachers systematically report to parents the student's mastery of specific standards-based objectives								

	Rapid Improvement Indicators	Academic Achievement			Teacher/Leader Effectiveness		Positive School Culture		
Code	CII Indicator	Academic Proficiency	Communication	Post-secondary & Career-ready	Classroom Instruction	Instructional Leadership	Professional & Physical	Involved Stakeholders	Community
	Instruction - Classroom Management								
IIIC01	When waiting for assistance from the teacher, students are occupied with curriculum related activities provided by the teacher								
IIIC04	Students raise hands or otherwise signal before speaking								
IIIC05	All teacher use a variety of instructional modes								
IIIC06	All teachers maintain well-organized student learning materials in the curriculum								
IIIC08	All teachers display classroom rules and procedures in the classroom								
IIIC09	All teachers correct students who do not follow classroom rules and procedures								
IIIC10	All teachers reinforce classroom rules and procedures by positively teaching them.								

6.6 *PLC Guide*

The following information will be helpful as you prepare for PLC __.

Logistics	Where: When: Time: Who:
Purpose	
What We Will Do	
Preparation Needed	

Critical information for PLC ____

Priorities to be addressed:	WHAT We will study:	HOW We will learn:			WHY This is important:
	Guiding Questions to be addressed	Data responsibilities (what to bring, analyze in advance, provide)			Rationale
		SEA	Districts	Schools	
Academic Achievement					
Can communicate effectively in a variety of ways.					
Will be college and career ready.					
Will attain academic proficiency					
Improved School Culture					
Stakeholders are important contributors in creating a positive school culture that leads to high academic achievement.					
The professional and physical environment is collaborative, welcoming, and promotes engagement, positive relationships and social, emotional, and intellectual development.					
Communication is pervasive, comprehensive, and clearly addresses each school's: mission/vision, goals, and policies and procedure, collegiality, and activities.					
Teacher/Leader Effectiveness					
Utilize instructional strategies and resources that improve student learning and accelerate student achievement.					
Build positive and inclusive classroom culture that facilitates learning.					