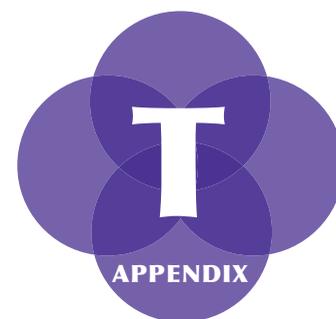


TIMELINE FOR CONTINUOUS SCHOOL IMPROVEMENT WORK



Purpose	The purpose of this activity is to guide staff in the creation of a timeline for continuous school improvement by showing them a comprehensive timeline.
Target Audience	School staff are the target audience. A Data Leadership Team or School Leadership Team can draft the timeline and take it back to the full staff for approval and implementation.
Time	Approximately two hours.
Materials	Copies of the school's purpose, mission, vision, school improvement plan, school year calendar, computer, and projector. Chart pad paper and markers might be helpful as well.

Overview

If comprehensive data analysis and continuous school improvement are going to be accomplished, the work must be planned throughout the school year. It takes an entire school year to engage in this work in a comprehensive way. After the first year, it will take much less time to update the data and to engage staff in analyzing and using the data.

Process Protocol

The following process protocol is an example of how the work of continuous school improvement and comprehensive data analysis can be completed the first time. Start wherever you are, with what you have, and move forward. A complete table appears at the end of the activity, Figure T-1. Figure T-2 shows a summary timeline, by roles and time of year, to highlight who needs to be involved in different components of the continuous school improvement process.

We recommend assigning a Data Leadership Team to start the process by organizing the school's data into graphs and a data profile before the school year begins so staff can review the data to set the context for the school year, and so they can create plans for continuous school improvement during the year.

Before the School Year Begins

Step 1. Long before the first staff meeting, where the data will be reviewed and analyzed, assign a Data Leadership Team (see *Data Leadership Team*, Chapter 11) to learn about the Continuous School Improvement Framework and comprehensive data analysis, and to pull together a data profile that summarizes the schoolwide data currently available. Data most available are demographic and student learning data. Five years of data are preferred, but not necessary to begin. Summer usually is a good time to do this work. In addition to the schoolwide data profile, have the data teams “re-roster” individual student learning data over time by current teachers’ classrooms. (Use the data profile example in the case study activities to guide the school data graphing work, Appendices F and G.)

Process Protocol (Continued)

- Step 2.** Have the Data Leadership Team organize a whole-staff meeting to have staff analyze the schoolwide data in the data profile. Provide an overview of the Continuous School Improvement Framework and comprehensive data analysis. Use *Analyzing Data for Continuous School Improvement*, Appendix H, to complete a comprehensive analysis of strengths, challenges, and implications for the school improvement plan. If there is a chance staff members will be jumping to solutions as they are analyzing the data, instead of just recording strengths and challenges, use the case study activity to practice on a data set that is not theirs.
- Step 3.** Use the *Problem-solving Cycle*, Appendix I, to understand the contributing causes of undesirable results.
- Step 4.** From the comprehensive data analysis and problem-solving cycle, determine—
- ◆ new strategies to get different results and to meet the needs of all students.
 - ◆ implications for the school improvement plan and professional learning for the year.
 - ◆ what new instructional and assessment strategies staff must learn.
 - ◆ time to learn new concepts.
- Step 5.** Determine how teachers will work, in teams, with classroom and student level data, during the school year. Have them meet to review student learning results for their grade levels and subject areas, and individual students, over time, and begin working on next steps, such as:
- ◆ Determine what concepts and skills students need to know.
 - ◆ Agree on essential standards to teach, when.
 - ◆ What do we want students to know and be able to do this year, quarter, month, week? (Review core curriculum standards and update curriculum maps.)
 - ◆ How will we know that students know these concepts and skills?
 - ◆ Create common formative assessments, including timeline for giving assessments during the year.
 - ◆ Determine which instructional strategies will make a difference.
 - ◆ Establish plan/flowchart for what teachers will do when students do not know the concepts and do not have the skills, and what teachers will do when students know the concepts and have the skills.
 - ◆ Determine times, strategies, and roles and responsibilities for grade-level/subject-area work during the year.
- Step 6.** Discuss grade-level/subject-area breakout work with full staff for cross-grade-level congruence.
- Step 7.** Assess on the *Education for the Future Continuous Improvement Continuums* to understand what staff members are thinking about where the school is on continuous school improvement. (See *Continuous Improvement Continuums Self-Assessment*, Appendix A.)
- Step 8.** Look across the implications that come from the data analysis work for the continuous school improvement plan. Determine new strategies to get different results to meet the needs of *all* students, and determine what has to go into the school improvement plan for the year.
- Step 9.** Present the finished product, with recommended revisions for the continuous school improvement plan, to the full staff for approval and implementation.
- Step 10.** Determine when and how staff can list programs and processes, their intended/desired results, and what each would look like, separate and together, if they were implemented with 100% integrity and fidelity. (See *Measuring a Program or Process*, Appendix D.)

Process Protocol (Continued)**As the School Year Begins**

- Step 11.** At the beginning of the year, semester, unit, teachers administer post-assessments as pre-assessments, adjust instructional plans, and then on an on-going basis—
- ◆ Monitor student progress.
 - ◆ Review results.
 - ◆ Determine how to support students who are not proficient, and students who are proficient in specific skills.
 - ◆ In teacher teams, review grade-level/subject-area results.
 - ◆ Determine how teachers will support each other.
 - ◆ Establish goals for the year, quarter, month, unit.
 - ◆ Review/update curriculum maps
- Step 12.** Data Teams—
- ◆ Assist teachers in analyzing student and classroom level data.
 - ◆ Make sure appropriate reports are available to teachers.
- Step 13.** Leadership Teams—
- ◆ Review grade-level/subject-area results and teachers' plans to ensure instructional congruence. Discuss needed adjustments with grade-level/subject-area teams.
 - ◆ Reinforce with staff intentions of programs and interventions, how they are to be implemented, and the results expected.
- Step 14.** Determine questionnaires to administer (*Designing Questionnaires*, Appendix C-1).
- Step 15.** Administer questionnaires (*Administering Questionnaires*, Appendix C-2).
- Step 16.** Analyze questionnaire results, with the other data (*Analyzing Questionnaire Results*, Appendix C-3 and Appendix C-4).
- Step 17.** Present and use the questionnaire results (*Presenting and Using Questionnaire Results*, Appendix C-5).
- Step 18.** Adjust continuous school improvement plan and vision to improve school climate.
- Step 19.** Create/revisit mission and vision (*Creating a Shared Vision*, Appendix J):
- ◆ Values and beliefs.
 - ◆ Purpose and mission.
 - ◆ Shared vision for curriculum, instruction, assessment, and environment.
 - ◆ Create flowchart for vision (*Flowcharting School Processes*, Appendix E).
 - ◆ Determine how the vision will be monitored and evaluated (*Monitoring Vision Implementation*, Appendix K).
 - ◆ Create/adopt monitoring/evaluation tools.
- Step 20.** Program analysis:
- ◆ Spell out the intentions of each program/process, expected outcomes, and how the program/ process will be implemented and evaluated (*Measuring a Program or Process*, Appendix D).
 - ◆ Create flowcharts for programs and processes to support implementation (*Flowcharting School Processes*, Appendix E).

Process Protocol (Continued)

Step 21. Create leadership teams to ensure implementation of the vision (*Leadership Structure*, Appendix N):

- ◆ Determine roles and responsibilities.
- ◆ Establish a partnership plan to include parents, community, and business in achieving the vision.

Step 22. Create/update the continuous school improvement plan to implement the vision (*Continuous School Improvement Plan*, Appendix L):

- ◆ Determine goals, objectives, strategies, activities, measurement, persons responsible, timelines, and evaluation of the plan.
- ◆ Get all staff committed to implementing the plan.
- ◆ Get all staff to reflect on the impact of implementing the plan in their classrooms.
- ◆ Develop professional learning calendar.

On-Going During the School Year

Step 23. Monitor the implementation of the vision and plan (*Monitoring the Implementation of the Plan*, Appendix M).

End of the School Year

Step 24. Evaluate achievement of goals and the implementation of the vision (See Chapter 13).

- ◆ Review data results.
- ◆ Clarify new learning required for all teachers over the summer.
- ◆ Determine changes required in the vision and plan.

Comments to the Facilitator

Many schools get excited about starting continuous school improvement work, but they stop the work long before all the work is done. When the work is planned and clear to all staff members, implementation is monitored and evaluated, the work gets done—then continuous school improvement will occur.

Figure T-1
CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE

WHEN	WHO	WHAT	TOOLS	DATA SOURCES	ARTIFACTS
Before School Begins.	<i>Data leadership team.</i> (AKA <i>Data Team.</i>)	<p><i>Create data leadership team:</i> At minimum, data leadership team will be responsible for making sure appropriate data reports are available for teachers in a timely fashion. Team members will ensure that teachers in grade-level/subject-matter teams understand how to analyze data and can target instruction based on the data.</p> <p><i>Provide data team training:</i> Data analysis and continuous school improvement (CSI) overview.</p> <p><i>Case study:</i> Practice analyzing schoolwide data and see what it looks like when a school is doing the work and using it for continuous school improvement planning. Model how to do the work with staff.</p> <p><i>Analyze data:</i> Pull together longitudinal demographic and student learning data for your school. Should be able to get these from your State Longitudinal Data System (SLDS). Add, and plan to add, additional data.</p> <p><i>Analyze school data and detail observations about next steps:</i> Analyze the school's demographic and student learning data, along with any process and questionnaire data the school might have.</p> <p><i>Inventory</i> the school's data, assessments, and programs.</p> <p><i>Re-roster individual student learning data</i> overtime by current teachers' classrooms, or plan to have grade-level/subject-area teams do this before school starts.</p> <p><i>Create a plan</i> to review data and assess on the <i>Continuous Improvement Continuums</i> with staff.</p> <p><i>Create a plan</i> to complete this work during the school year.</p>	<p><i>Data Leadership Team.</i></p> <p>Overview of continuous school improvement and data analysis in book.</p> <p><i>Case Study.</i></p> <p><i>Analyzing Data for Continuous School Improvement Planning.</i></p> <p>Introduction to the data tools and how to use them.</p> <p>Inventories.</p> <p><i>Timeline for Continuous School Improvement Work.</i></p>	<p>School assessment databases.</p> <p>Student information system.</p> <p>State Longitudinal Data System.</p> <p>School databases.</p>	<p>Identification of members, clarification of roles and responsibilities.</p> <p>The beginning of a data profile for the school.</p> <p>A plan to analyze schoolwide data with staff.</p> <p>Inventories of the school's data, assessments, and programs.</p> <p>A plan to help staff analyze student learning data during the school year.</p> <p>A plan to schedule continuous school improvement work during the year.</p>

Figure T-1 (Continued)
CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE

WHEN	WHO	WHAT	TOOLS	DATA SOURCES	ARTIFACTS
As School Begins.	Entire staff.	<p><i>Data team facilitates, with staff, the analysis of the school's data.</i></p> <ul style="list-style-type: none"> • Provide overview of continuous school improvement and comprehensive data analysis: <ul style="list-style-type: none"> *Five essential questions. *Four types of data. • Analyze schoolwide results, over time (3 to 5 years): <ul style="list-style-type: none"> *What are our strengths, challenges, implications for the continuous school improvement plan, and what other data should we be gathering and analyzing? *How is our student population changing? *What/where did we do well? *What/where did we not do well? *Use contributing cause, prediction, and optimization analyses, to understand how school is getting undesirable results, and to consider how to get different results. • Determine— <ul style="list-style-type: none"> *new strategies to get different results and to meet the needs of all students. *implications for the continuous school improvement plan and professional learning for the year. *what new instructional and assessment strategies staff must learn. *time to learn new concepts. 	<p><i>Continuous School Improvement Framework.</i></p> <p><i>Multiple Measures</i> chapter.</p> <p><i>Analyzing Data for Continuous School Improvement Planning.</i></p> <p><i>Problem-Solving Cycle.</i></p>	<p>Data profile (created in the summer).</p> <p>State Longitudinal Data System.</p> <p>Assessment database application.</p>	<p>Data profile completed.</p> <p>The consensus analysis of the school's data.</p> <p><i>Problem-Solving Cycle.</i></p> <p>Prediction and optimization analyses (if available).</p>

Figure T-1 (Continued)
CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE

WHEN	WHO	WHAT	TOOLS	DATA SOURCES	ARTIFACTS
As School Begins.	Entire staff.	<ul style="list-style-type: none"> • Set up Professional Learning Communities/Data Team/Leadership Teams/Grade-Level/Subject-Area Teams. • Grade-level/subject-area breakouts: <ul style="list-style-type: none"> * What concepts and skills do students need to know. Agree on essential standards to teach, when. * What do we want students to know and be able to do this year, quarter, month, week? (Review core curriculum standards and update curriculum maps.) * How will we know that students know these concepts and skills? * Create common post-assessments. * Adopt timelines for giving assessments throughout the year. * Determine which instructional strategies will make a difference. * Establish plan/flowchart for what teachers will do when students do not know the concepts and do not have the skills, and what teachers will do when students know the concepts and have the skills. * Determine times, strategies, and roles and responsibilities for grade-level/subject-area work during the year. • Discuss grade-level/subject-area breakout work with full staff for cross-grade-level congruence. • Reinforce intentions of programs and interventions, how they are to be implemented, and the results expected. • Create flowcharts of processes expected to be used. • Assess on <i>Continuous Improvement Continuums</i>. • Look across the implications for the continuous school improvement plan that come from the data analysis work and <i>Continuous Improvement Continuum</i> assessment. 	<p><i>Leadership Structure.</i></p> <p>Data Inventories.</p> <p><i>Measuring a Program or Process.</i></p> <p><i>Flowcharting School Processes.</i></p> <p><i>Continuous Improvement Continuums Self-Assessment.</i></p> <p><i>Analyzing Data for Continuous Improvement Planning.</i></p>	<p>State Longitudinal Data System.</p> <p>Assessment database application.</p>	<p>Professional Learning Community/Data/Leadership Team Structure, including roles and responsibilities.</p> <p>Inventories of school programs and assessments.</p> <p>Flowcharts that show how standards will be implemented, and what teachers will do when students do not know the concepts and do not have the skills, and what teachers will do when students know the concepts and have the skills.</p> <p>Plan for teams to review their students' data throughout the year.</p> <p><i>Continuous Improvement Continuums</i> assessment.</p> <p>Data analysis results with aggregated implications for the continuous school improvement plan.</p>

Figure T-1 (Continued)
CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE

WHEN	WHO	WHAT	TOOLS	DATA SOURCES	ARTIFACTS
On-going.	<i>Teachers.</i>	<ul style="list-style-type: none"> At the beginning of the year, semester, unit, teachers, in their collaborative teams will want to establish goals, administer post-assessments as pre-assessments, review what they want students to know and be able to do. Figure 13.4 summarizes the when, who, what, tools, data sources, and artifacts for this on-going team work. Throughout the semester, teachers will— <ul style="list-style-type: none"> * Monitor student progress. * Review results in collaborative teams. * Determine how to support students who are not proficient, and students who are proficient in specific skills. 	<i>Flowcharting School Processes.</i> <i>Analyzing Student Learning Data.</i>	Data profile. State Longitudinal Data System. Assessment databases.	Pre-assessments of standards knowledge and skills. Flowcharts that show what teachers will do when students do not know the concepts and do not have the skills, and what teachers will do when students know the concepts and have the skills.
	<i>Data team.</i>	<ul style="list-style-type: none"> Assist teachers in analyzing student and classroom level data. Make sure appropriate reports are available to teachers. 	<i>Analyzing Student Learning Data.</i>	Assessment database application.	Assessment reports.
	<i>Grade-level/subject-area teams.</i>	<ul style="list-style-type: none"> Review/share grade-level/subject-area results. Determine how teachers will support each other. Establish goals for the year, quarter, month, unit. Review/update curriculum maps. Ensure the implementation of programs/vision. 	<i>Analyzing Student Learning Data.</i> Strategies for teachers to support each other. <i>Communication Protocol.</i>	Data profile. Data warehouse/ State Longitudinal Data System. Assessment databases.	Student achievement results graphed by teachers, students, grade-level/subject-area/leadership teams/school. Analysis of student learning results by grade levels and across grade levels.
	<i>School Leadership Team.</i>	<ul style="list-style-type: none"> Review/share grade-level/subject-area results and teachers' plans to ensure instructional congruence. Discuss adjustments required with grade level/subject-area teams. Reinforce with staff the intentions of programs and interventions, how they are to be implemented, and the results expected. 	<i>Analyzing Student Learning Data.</i> Strategies for teachers to support each other. <i>Measuring a Program or Process.</i>	Data profile. Data warehouse/ State Longitudinal Data System. Assessment databases.	Plan to ensure instructional coherence. Evidence of instructional coherence.

Figure T-1 (Continued)
CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE

WHEN	WHO	WHAT	TOOLS	DATA SOURCES	ARTIFACTS
After School Begins. <i>Administer no earlier than a month into the school year.</i>	<i>Data Team.</i>	Determine questionnaires to administer to students, staff, and parents. Research existing, adapt, or create questionnaires. Review with staff and approve to administer.	<i>Designing Questionnaires.</i>	Research.	Questionnaires to administer.
	<i>Staff.</i>	Administer staff school improvement questionnaires. (Staff meeting, 20 minutes.)	Questionnaires. <i>Administering Questionnaires.</i>	Questionnaire administration, analysis, presentation tool (online).	Questionnaire.
	<i>Students: Strategic administration.</i>	Administer student school improvement questionnaires. (Organized class time, 20 minutes.)	Questionnaires. <i>Administering Questionnaires.</i>		Questionnaire.
	<i>Parent-Teacher Conference. In person.</i>	Administer parent school improvement questionnaires. (20 minutes.)	Questionnaires. <i>Administering Questionnaires.</i>	Questionnaire administration, analysis, presentation tool (online).	Questionnaire.
	<i>Data teams(s).</i>	Merge open-ended results.	<i>Analyzing Open-Ended Responses.</i>		
<i>Entire staff.</i>	Review/share questionnaire results, along with the data profile and analysis, and current assessment results. Adjust school improvement plan and vision to improve school climate.	<i>Analyzing Data for Continuous School Improvement Planning.</i> <i>Analyzing Questionnaire Results.</i>		Questionnaire analysis, with other data. Adjustments to the school improvement plan.	

Figure T-1 (Continued)
CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE

WHEN	WHO	WHAT	TOOLS	DATA SOURCES	ARTIFACTS
Professional Learning Day.	<i>Entire staff.</i>	<ul style="list-style-type: none"> • Revisit/create the school vision. <ul style="list-style-type: none"> *Values and beliefs. *Purpose and mission. *Shared vision for curriculum, instruction, assessment, and environment. • Create flowchart for vision. • Determine how the vision will be monitored and evaluated. • Create monitoring/evaluation tools. 	<i>Creating a Shared Vision.</i> <i>Flowcharting School Processes.</i> <i>Monitoring Vision Implementation.</i> Assessment and Program Inventories.	Data profile. State Longitudinal Data System. Assessment tools.	Core values and beliefs, mission, vision for the school. Flowchart of the vision. Monitoring and evaluation plan for vision. Updated inventory of assessments and programs.
Delegated or staff meeting.	<i>Staff members.</i>	<ul style="list-style-type: none"> • Spell out the intention of each program/process, expected outcomes, and how the program/process will be implemented and evaluated. • Create flowcharts for programs and processes to support implementation, within the context of the vision. 	<i>Measuring a Program or Process.</i> <i>Flowcharting School Processes.</i>	Data profile. State Longitudinal Data System. Assessment tools.	Program intention and assessment plan established for programs. Program flowcharts.
Professional Learning Day, unless it can be done during the vision process.	<i>Entire staff.</i>	Create structures to implement the vision. <ul style="list-style-type: none"> • Review all the implications from the data. • Review purpose, mission, vision, and values and beliefs. • Revisit leadership structure. • Determine roles and responsibilities. • Establish a relationship plan to include parents, community, and business in achieving the vision. • Begin the school improvement plan for the year. 	<i>Leadership Structure.</i> <i>Creating Partnerships.</i>	Data profile. State Longitudinal Data System.	Leadership structure. Plan for building relationships, with parents, community, and business.
Create and Use a Continuous School Improvement Plan.	<i>Work with Leadership Team to create and bring back to staff.</i>	<ul style="list-style-type: none"> • Create/update the continuous school improvement plan to implement the vision. • Determine goals, objectives, strategies, activities, measurement, persons responsible, timelines, and evaluation of the plan. • Get all staff committed to implementing the plan. • Develop professional learning calendar. 	<i>Continuous School Improvement Plan.</i> <i>Professional Learning Calendar.</i>	Data profile. State Longitudinal Data System.	School improvement plan. Professional learning calendar.
On-going.	<i>Leadership Team.</i>	<ul style="list-style-type: none"> • Assess the implementation of the vision and plan, and make adjustments to implement better. 	<i>Evaluating a Continuous School Improvement Vision and Plan.</i>	Vision monitoring tool.	On-going monitoring of the vision and plan reports and analysis.
End of Year.	<i>Data team or data analysis personnel, with staff.</i>	<ul style="list-style-type: none"> • Review/share data results: • Clarify new learning required for all teachers over the summer. • Determine changes required in the vision and plan. 	<i>Analyzing Data for Continuous School Improvement Planning.</i>	Data profile. State Longitudinal Data System. Assessment database application.	Analysis of data and analysis of changes required.

Figure T-2
TIMELINE FOR CONTINUOUS SCHOOL IMPROVEMENT WORK

