

DEMOGRAPHIC DATA

1. What are your school's demographic <i>strengths</i> and <i>challenges</i> ?	
<i>Strengths</i>	<i>Challenges</i>
2. What are some <i>implications</i> for the continuous school improvement plan?	
3. Looking at the data presented, what other demographic data would you want to answer the question, <i>Who are we?</i>	

Perceptions data are important for continuous improvement planning because they reveal what students, staff, and parents are thinking about the learning environment. Since humans cannot act different from what they value, believe, or perceive, it is important to know what each constituency is perceiving about the learning environment to assist with knowing what to change to create a learning environment that everyone perceives as helpful.

You may choose to analyze your questionnaire results using strengths, challenges, and implications (blank sheet at the end).

PERCEPTION DATA					
	Student Questionnaire	Staff Questionnaire	Parent Questionnaire	Agreements Across Questionnaires	Disagreements Across Questionnaires
General Feel of Questionnaire <i>(positive, neutral, negative)</i>					
Most Positive Items					
Neutral Items					

PERCEPTION DATA

	Student Questionnaire	Staff Questionnaire	Parent Questionnaire	Agreements Across Questionnaires	Disagreements Across Questionnaires
Negative Items					
On which items are there differences in subgroups? (i.e., disaggregated responses)					
Implications for the school improvement plan					

STUDENT LEARNING DATA

1. What are your student learning <i>strengths</i> and <i>challenges</i> ?	
<i>Strengths</i>	<i>Challenges</i>
2. What are some <i>implications</i> for the continuous school improvement plan?	
3. Looking at the data presented, what other student learning data would you want to answer the question, <i>How are we doing</i> ?	

SCHOOL PROCESSES DATA

1. What are your school processes <i>strengths</i> and <i>challenges</i> ?	
<i>Strengths</i>	<i>Challenges</i>
2. What are some <i>implications</i> for the continuous school improvement plan?	
3. Looking at the data presented, what other school processes data would you want to answer the question, <i>How are we doing?</i>	

LOOK FOR IMPLICATION COMMONALITIES

DEMOGRAPHICS	STUDENT, STAFF, PARENT QUESTIONNAIRES	STUDENT LEARNING	PROCESS DATA

AGGREGATE IMPLICATIONS FOR YOUR CONTINUOUS SCHOOL IMPROVEMENT PLAN

Upon reviewing your data, look for common implications for the continuous school improvement plan. Jot your thinking below under the categories provided for you. If you need different categories, add.

INSTRUCTION	ASSESSMENT	CURRICULUM	STANDARDS	VISION/PLAN	PROFESSIONAL LEARNING
COLLABORATION	LEADERSHIP	PARTNERSHIPS	DATA	CLIMATE	RtI/SPECIAL EDUCATION

DATA

1. What are your school's *strengths* and *challenges*?

Strengths

Challenges

2. What are some *implications* for the continuous school improvement plan?

3. Looking at the data presented, what other data would you want to answer the question, *Who are we?*