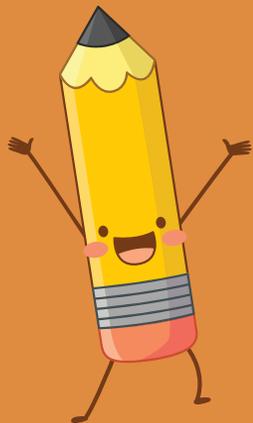Better Every Day:

Building a Culture of Continuous Improvement

Drs. Kim Snyder & Michael Sieh

October 1, 2025

Wayne State College Professors

Dr. Kim Snyder

Dr. Michael Sieh

8 Strategies that WORK!

1. Determine School Improvement Requirements

2. Develop a School Profile

3. Develop a School Improvement Action Plan

4. Create School Improvement Transparency via the School's Website

5. Evaluate the School Improvement Process

6. Research Trend Data and Other Models That Support School Improvement

7. Work With Your School's Stakeholders to Development Ownership and Cultural Shifts

8. Utilize Regional and State Representatives Throughout the Process

4 Types of Data

1. Demographic
2. School Data
3. Student Performance
4. Perceptual

✱ 8 Types of Data

1. Demographic
2. School Data
3. Student Performance
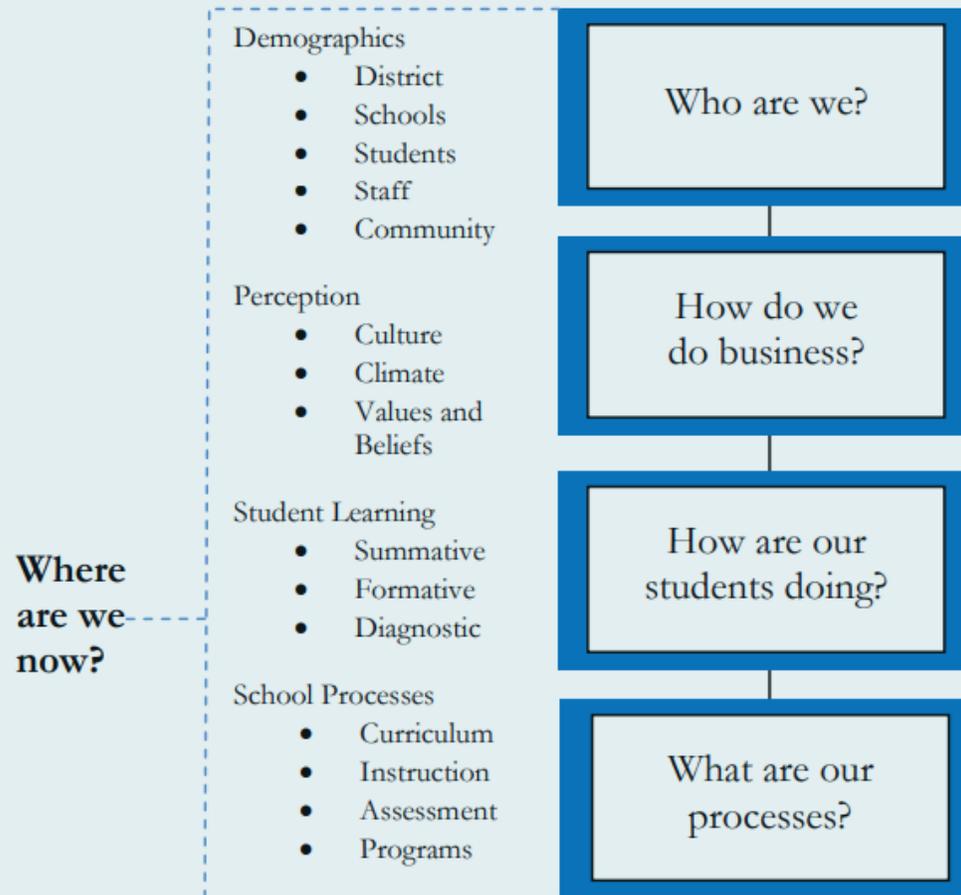4. Perceptual

Determining the Data

CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK
Based on the work of Victoria Bernhardt

Demographics
- District
- Schools
- Students
- Staff
- Community

Perception
- Culture
- Climate
- Values and Beliefs

Student Learning
- Summative
- Formative
- Diagnostic

School Processes
- Curriculum
- Instruction
- Assessment
- Programs

Where are we now?

Who are we?

How do we do business?

How are our students doing?

What are our processes?

How to Use the Data

MULTIPLE MEASURES OF DATA

Allows the prediction of actions/processes/programs that best meet the learning needs of all students.

Over time, demographic data indicate changes in the context of the school.

Tells us: What processes/programs different groups of students like best.

Tells us: Student participation in different programs and processes.

Tells us: If groups of students are "experiencing school" differently.

Over time, school processes show how classrooms change.

Tells us: The impact of demographic factors and attitudes about the learning environment on student learning.

DEMOGRAPHICS
Enrollment, Attendance, Drop-Out Rate
Ethnicity, Gender, Grade Level

SCHOOL PROCESSES
Description of School Programs and Processes

PERCEPTIONS
Perceptions of Learning Environment
Values and Beliefs
Attitudes
Observations

Over time, perceptions can tell us about environmental improvements.

STUDENT LEARNING
Standardized Tests
Norm/Criterion-Referenced Tests
Teacher Observations of Abilities
Authentic Assessments

Tells us: What processes/programs work best for different groups of students with respect to student learning.

Tells us: The impact of student perceptions of the learning environment on student learning.

Tells us: If a program is making a difference in student learning results.

Over time, student learning data give information about student performance on different measures.

Tells us: The impact of the program on student learning based upon perceptions of the program and on the processes used.
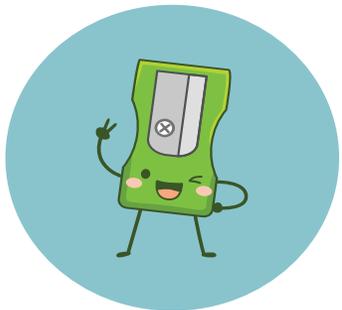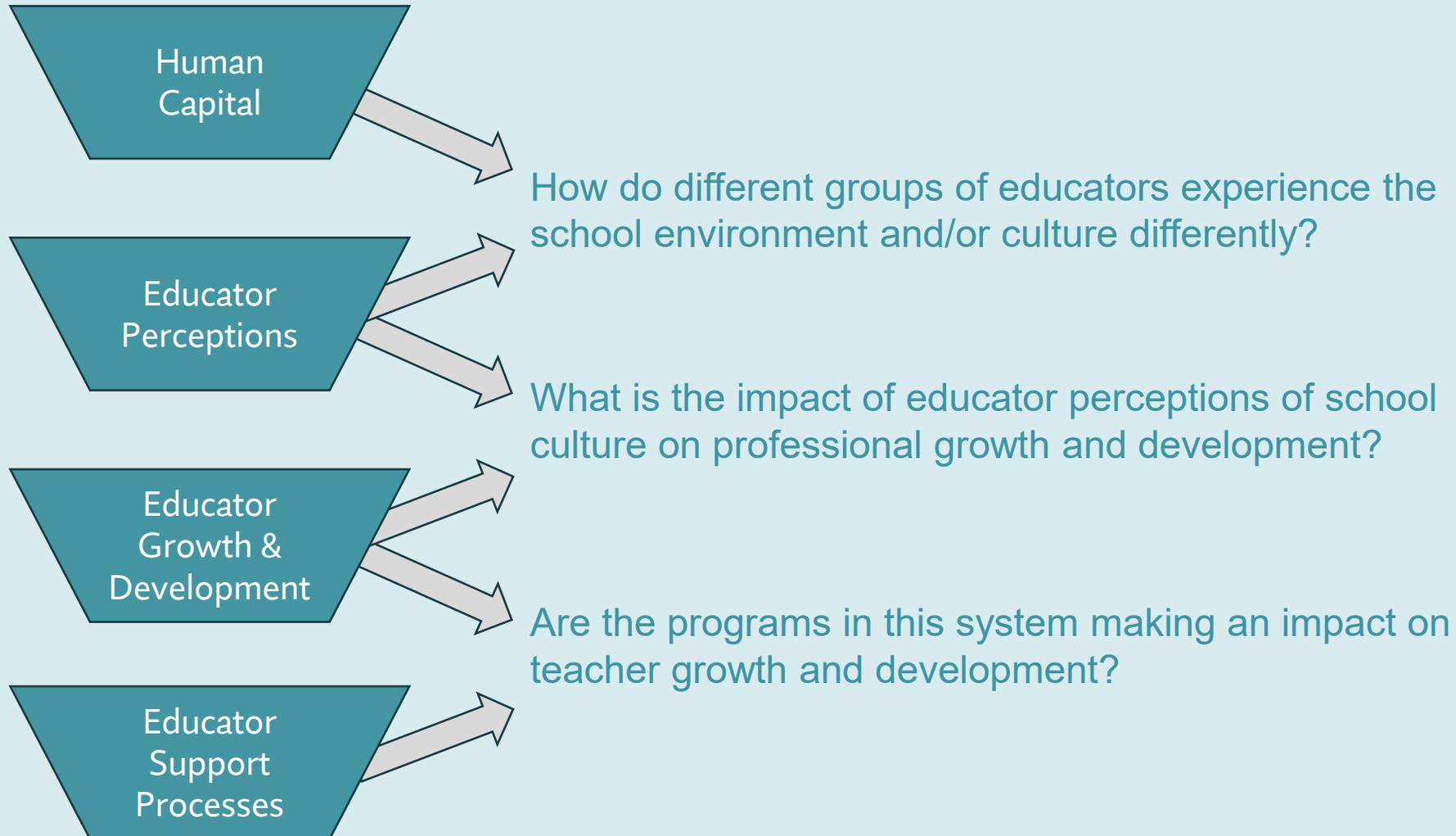
Note. Adapted from *Data Analysis for Comprehensive Schoolwide Improvement* (p.15), by Victoria L. Bernhardt, 1998, Larchmont, NY: Eye on Education. Copyright © 1998 Eye on Education, Inc. Reprinted with permission.
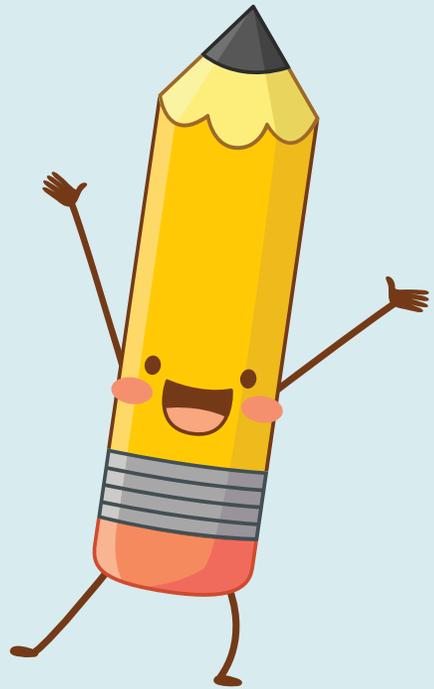
Bernhardt, V. L., (1998, March). Invited Monograph No. 4. *California Association for Supervision and Curriculum Development (CASCD).*   Page 2 of 5

Educator Data

Student Demographics

Student Perceptions

Student Learning

School Processes

Human Capital

Educator Perceptions

Educator Growth & Development

Educator Support Processes

What Would Using Educator Data Look Like?

Human Capital

Educator Perceptions

How do different groups of educators experience the school environment and/or culture differently?

What is the impact of educator perceptions of school culture on professional growth and development?

Educator Growth & Development

Educator Support Processes

Are the programs in this system making an impact on teacher growth and development?

Mult-Tiered System Of Supports (MTSS)

For today's discussion, let's assume that the stakeholders in your school have determined that implementing a Multi-Tiered System of Supports (MTSS) is essential for achieving the school's improvement goals.
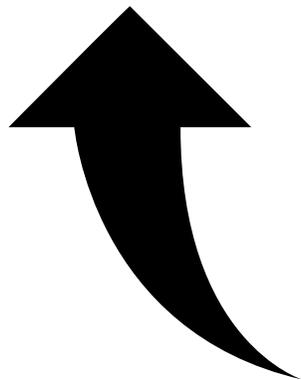
Evaluating the Process
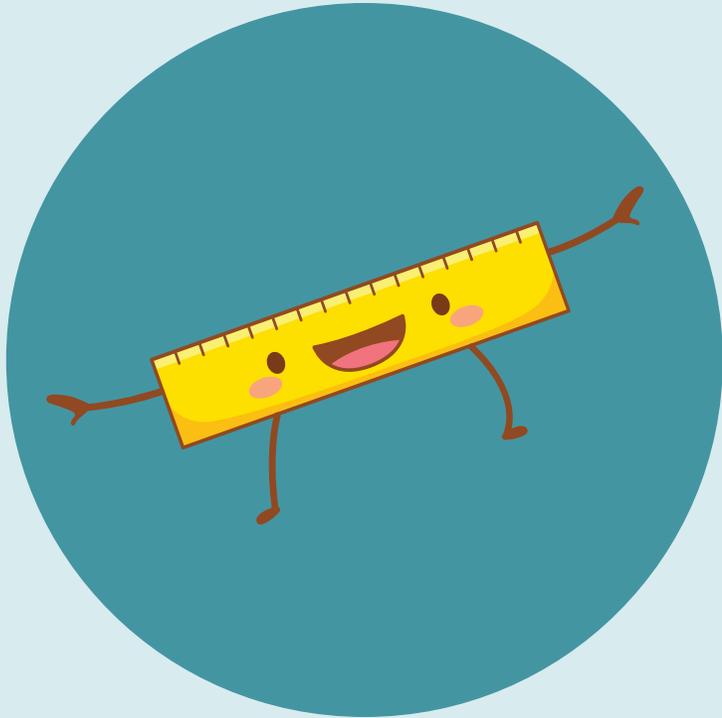
Success Criteria:

The completed plan will be reviewed and approved by the school leadership team, and at least **80% of K-6 staff** will report confidence in understanding their role in MTSS implementation through a survey administered at the end of the process.

Action Plan

Implement

Actions	Staff Involved	Resources Needed	Timeline
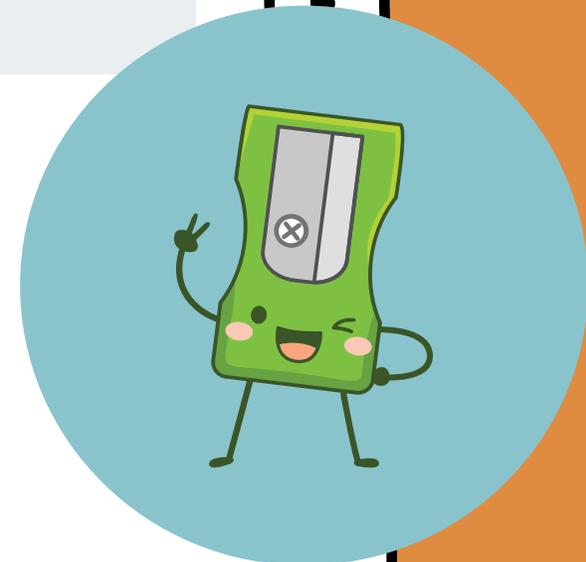
Actions

Example

- MTSS

Clarification #1

- Define Multi-Tiered System of Supports (MTSS)

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Actions

Example

- MTSS

Clarification #1

- Define Multi-Tiered System of Supports (MTSS)

Clarification #2

- Implement the Multi-Tiered System of Supports (MTSS)

Exemplar

- Research evidence-based practices, analyze current schoolwide data, and create a comprehensive implementation *protocol* for the Multi-Tiered System of Supports (MTSS) in Grades K-6

Development of Ownership and Cultural Shifts

1. **Build Shared Understanding and Vision**
   - Engage staff, students, board of education, and families in co-creating a clear purpose for improvement.
   - Connect initiatives (like MTSS) directly to student success stories so the vision feels real, not abstract.

2. **Model Leadership and Commitment**
   - Leaders consistently demonstrate the behaviors and expectations they want to see.
   - Recognize and celebrate small wins to reinforce the desired culture.

3. **Foster Collaboration and Collective Responsibility**
   - Use professional learning communities (PLCs) or data teams where staff collaboratively analyze data and share practices.
   - Shift the mindset from "my students" to "our students."

4. **Prioritize Capacity Building**
   - Provide ongoing professional development tied directly to the school's improvement goals.
   - Ensure training is job-*embedded* and followed by coaching, not one-off workshops.

Development of Ownership and Cultural Shifts, cont.

5. **Establish Systems and Structures that Support Change**
   - Align schedules, resources, and policies to reinforce the desired practices.
   - Develop Board of Education approved "**Protocols**."
   - Example: If collaboration is a cultural goal, build in common planning time.

6. **Encourage Open Communication and Trust**
   - Create safe spaces for staff to express concerns and provide feedback.
   - Leaders listen actively, make adjustments, and communicate transparently.

7. **Celebrate Progress and Normalize Growth**
   - Highlight stories of students and teachers who benefit from new practices.
   - Treat mistakes as learning opportunities, which builds a growth mindset culture.
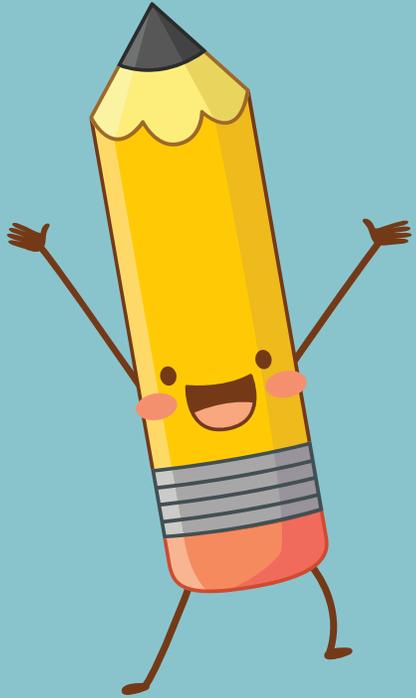
👉 In short: cultural shifts happen when values and beliefs are consistently reinforced by leadership, supported by systems, and experienced through collaborative practice.

Questions and Feedback?

https://bit.ly/4lRyORk

All of us would like to **thank you** for your time and patience today!!