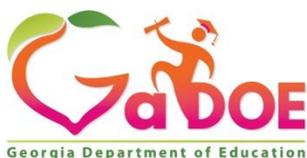


Data-Driven Decision Making: School Improvement Planning Companion Guide

**Georgia Department of Education
Office of School Improvement
Federal Programs**

This companion guide provides resources that accompany the agency's data-driven decision-making process. The resources are **OPTIONAL** for local educational agencies (LEAs).

This companion guide is based on existing resources from the offices of School Improvement and Federal Programs at the Georgia Department of Education (GaDOE) and does not represent any new or additional guidance.



August 27, 2021



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Data-Driven Decision Making: School Improvement Planning

Purpose

The purpose of the companion guide is to help local educational agencies (LEAs) understand the school improvement planning process as the driver for continuous improvement. A critical component of the school improvement planning process is writing a school improvement plan (SIP). The SIP can support educators with turning the school's vision into reality, increase school accountability and efficiency¹, and improve student and teacher outcomes. A thoughtful and well-written SIP communicates specific, intentional actions to reach a desired outcome.

What is data-driven decision making (DDDM)?

Data-driven decision making refers to a school's ongoing process of collecting and analyzing multiple sources of formative and summative data, such as demographic, student achievement, Georgia Milestones, End-of-Pathway, ACCESS, attendance (student & staff), staff turnover, discipline/behavior, engagement, common assessments, school climate, stakeholder perception, graduation rate, and college enrollment data to guide decisions toward improvement of the educational process. DDDM involves making decisions that are supported by data rather than making decisions that are intuitive or based on observation alone.

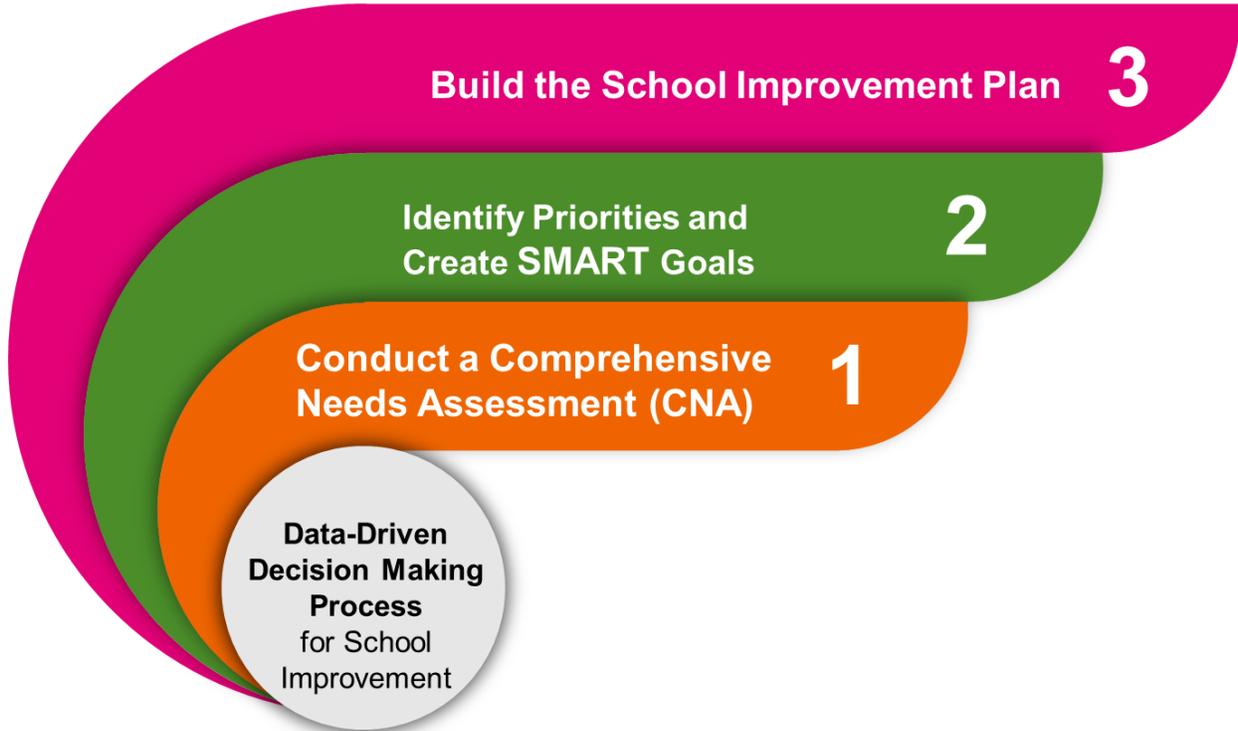
¹ Center for Community Health and Development. (n.d.). Chapter 8, Section 5: Developing an Action Plan. <https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main>.

Georgia's Systems of Continuous Improvement Framework

The [Georgia's Systems of Continuous Improvement \(GSCI\) framework](#) focuses on the systems and structures (the “what”) that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Data-Driven Decision Making Process Framework



This guide provides resources that accompany the data-driven decision making process. The resources are **OPTIONAL** for local educational agencies (LEAs).

Conduct a Comprehensive Needs Assessment (CNA)



What is a Comprehensive Needs Assessment (CNA)?

A **comprehensive needs assessment** is the *first step* in developing a school improvement plan. It is a process of looking at data and information specific to the school to develop a clear picture and understanding of what is and has been occurring.

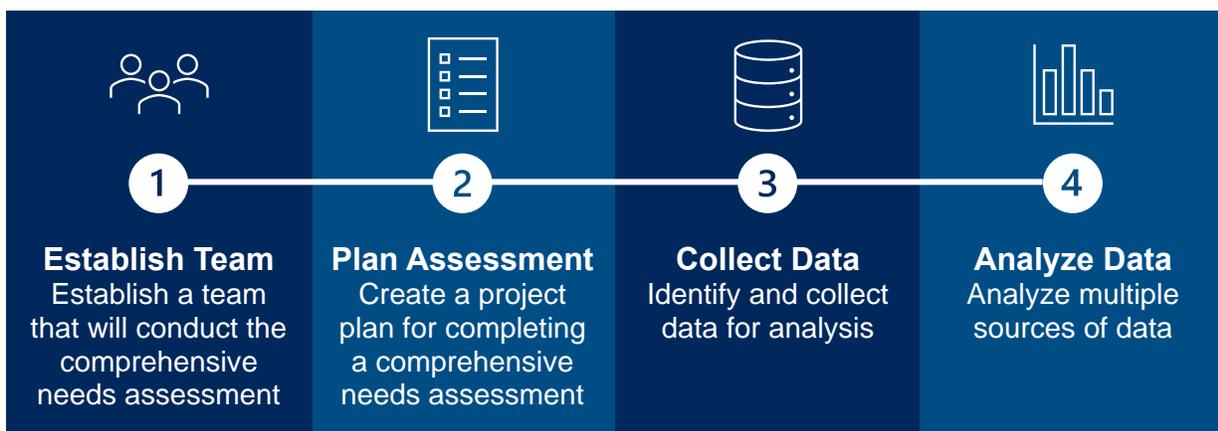
A **comprehensive needs assessment** is a process to help school teams learn about the areas in which they are doing well (strengths) and the areas in need of improvement (opportunities). It is important that data is collected and analyzed on established indicators.

A comprehensive needs assessment aligns with the “Identify Needs” section of Georgia’s Systems of Continuous Improvement Framework.

Identify Needs – Consult multiple data sources (quantitative and qualitative) to determine which aspects of the school need improvement.

Comprehensive Needs Assessment Process Steps

The comprehensive needs assessment process consists of four steps: (1) establish a school team for conducting the comprehensive needs assessment; (2) create a plan for engaging in the comprehensive needs assessment process; (3) collect data to prepare for analysis; and (4) analyze multiple sources of data to identify strengths, challenges, and needs.



Step 1: Establish a team.

When choosing members for a CNA team, consider internal and external stakeholders. Assign each team member a role and specific responsibilities. Additionally, eliminate any barriers that may interfere with participation.

Title I schools must include:

- Administrators
- Teachers
 - Teacher, Students with disabilities (SWD) (if applicable)
 - Teacher, English learners (EL) (if applicable)
- Paraprofessional
- Parent Liaison
- Community Stakeholders
- Two students (high school only)
- Regional Educational Service Agency School Improvement Specialist (RESA SIS) (federally identified schools only)
- GaDOE School Effectiveness Specialist (SES) (federally identified schools only)

Team Focus

Principals are ***the key players*** in the school improvement process. Furthermore, principals should clearly explain the school improvement planning process to staff members, parents, and other stakeholders.

The principal can set the focus for the work by asking:

- What is our current state?
- What is our desired state?



Tool 1: Project Team Matrix



[Consolidation of Funds Manual: Appendix I – Consolidation of Funds Stakeholders Quick Guide](#)

Tool 1: Project Team Matrix

| Position | Name | Role | Responsibility |
|--|------|------|----------------|
| Administrators | | | |
| Leadership Team Members | | | |
| Teachers <ul style="list-style-type: none"> • General Ed. Teacher • SWD Teacher (if applicable) • ELTeacher (if applicable) | | | |
| Paraprofessional | | | |
| Parent Liaison | | | |
| Community Stakeholders | | | |
| Two Students (high school only) | | | |
| RESA SIS (Federally Identified Schools Only) | | | |
| GaDOE SES (Federally Identified Schools Only) | | | |
| Additional Stakeholders ² (optional) | | | |

² Districts that participate in the Fund 150 Consolidation of Funds initiative should reference the [manual](#) to ensure that all required stakeholders are included.

Step 2: Plan for a comprehensive needs assessment.

Create a project plan for conducting a comprehensive needs assessment. The purpose of the plan is to provide the needs assessment team with necessary information for collecting and analyzing data, creating reports, and communicating findings.

In preparation for creating a CNA project plan, it is recommended that the leadership team:

- Determine the purpose and scope of work.
- Establish a climate of honesty and trust.
- Develop timelines.
- Identify deliverables.
- Establish team members' roles and responsibilities.
- Identify district supports needed to complete the work.



Tool 2: Project Plan Template

Tool 2: Project Plan Template

| Purpose Why are we conducting a needs assessment? What is the benefit of creating a CNA plan? | | | | | |
|--|--|--|---|---|---|
| Scope of Work What is the outcome and time commitment of the project? | | | | | |
| Climate of Honesty and Trust How will the team establish a trustworthy culture? | | | | | |
| Task What tasks are needed to produce the deliverable? | Deliverable(s) What is an output of the project? | District Support What district supports are needed to complete the task? | Resources What resources are needed to complete the task? | Timeline What are the start and due dates for the task? | Person Responsible Who is responsible for ensuring the task is completed? |
| | | | | | |
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Step 3: Collect data.

Collect multiple sources of data in preparation for conducting a comprehensive needs assessment. Both quantitative and qualitative data sources provide the leadership team with extensive information to make informed decisions.

Types of Data

Quantitative

- Subgroups
- Student Performance
- Attendance
- Graduation/Dropout
- Pathway Completion
- Discipline
- Georgia's Systems of Continuous Improvement Self-Assessment

Qualitative

- Surveys
- Interviews
- Focus Groups
- Observations
- Document Analysis
- Professional Learning

Disclaimer: The above quantitative and qualitative data types are common but not all inclusive of all data that can inform the CNA.



Tool 3: Data Collection Plan Template



[Comprehensive Needs Assessment Data Profile: Data Guide](#)

Tool 3: Data Collection Plan Template

Student Performance Data – Georgia Milestones, GKIDS, and ACCESS

| | |
|--|--|
|  GaDOE Data Sources | <ul style="list-style-type: none"> Statewide Longitudinal Data System (SLDS) CCRPI Georgia Insights |
|--|--|

What level of proficiency in knowledge and skills are students demonstrating on state assessments?

| Data What data will the team collect to assess the school's or district's performance? | Data Source Where is the data located? | Timeline When will members start and finish collecting the data? | Person Responsible Who is responsible for ensuring the data is collected? |
|---|---|---|--|
| ELA <ul style="list-style-type: none"> Subgroup Grade level/course | | | |
| Mathematics <ul style="list-style-type: none"> Subgroup Grade level/course | | | |
| Science <ul style="list-style-type: none"> Subgroup Grade level/course | | | |
| Social Studies <ul style="list-style-type: none"> Subgroup Grade level/course | | | |
| Literacy <ul style="list-style-type: none"> Subgroup Grade level/course | | | |
| ACCESS | | | |
| GAA | | | |
| GKIDS | | | |

Student Performance Data – District Benchmarks/Formative Assessments

What are students learning (or not learning) that is grade-level appropriate?

| Data What data will the team collect to assess the school's or district's performance? | Data Source Where is the data located? | Timeline When will members start and finish collecting the data? | Person Responsible Who is responsible for ensuring the data is collected? |
|---|---|---|--|
| | | | |
| | | | |
| | | | |
| | | | |

Tool 3: Data Collection Plan Template

Graduation and Dropout Data

What do we know about our students each year they are enrolled in high school?

| Data What data will the team collect to assess the school's or district's performance? | Data Source Where is the data located? | Timeline When will members start and finish collecting the data? | Person Responsible Who is responsible for ensuring the data is collected? |
|--|--|--|---|
| 4-Year Graduation | | | |
| 5-Year Graduation | | | |
| Dropout | | | |
| Pathway completion | | | |
| Other data (e.g., course grades, course completion, credit recovery) | | | |

Attendance Data

What do we know about our students' and teachers' attendance?

| Data What data will the team collect to assess the school's or district's performance? | Data Source Where is the data located? | Timeline When will members start and finish collecting the data? | Person Responsible Who is responsible for ensuring the data is collected? |
|---|--|--|---|
| Student <ul style="list-style-type: none"> • Total • Class/period • Subgroup | | | |
| Teacher | | | |
| Other data | | | |

Tool 3: Data Collection Plan Template

Discipline Data



GaDOE
Data Sources

- [Student Discipline Data](#)

What is happening with our students' behavior?

| Data What data will the team collect to assess the school's or district's performance? | Data Source Where is the data located? | Timeline When will members start and finish collecting the data? | Person Responsible Who is responsible for ensuring the data is collected? |
|--|--|--|---|
| Total referrals <ul style="list-style-type: none"> • Classroom disruptions • Rude/disrespectful • Fighting • Skipping/cutting class | | | |
| ISS <ul style="list-style-type: none"> • Total number of events • Total number of students • Total number of days | | | |
| OSS <ul style="list-style-type: none"> • Total number of events • Total number of students • Total number of days | | | |

Perception Data – Surveys



GaDOE
Data Sources

- [Georgia Student Health Survey](#)

How do our students, teachers, and parents feel about various components of the school's educational program?

| Data What data will the team collect to assess the school's or district's performance? | Data Source Where is the data located? | Timeline When will members start and finish collecting the data? | Person Responsible Who is responsible for ensuring the data is collected? |
|--|--|--|---|
| Georgia Student Health Survey | | | |
| Georgia School Personnel Survey | | | |
| Georgia Parent Survey | | | |
| Other data | | | |

Tool 3: Data Collection Plan Template

Interview or Focus Group Data

How do our students, teachers, and parents feel about various components of the school's educational program?

| Data What data will the team collect to assess the school's or district's performance? | Data Source Where is the data located? | Timeline When will members start and finish collecting the data? | Person Responsible Who is responsible for ensuring the data is collected? |
|--|--|--|---|
| | | | |
| | | | |
| | | | |
| | | | |

Observation Data

(Example: classroom observations)

What practices are teachers, staff, and administrators using (or not using) to improve student learning and increase student achievement? How are students responding to the practices?

| Data What data will the team collect to assess the school's or district's performance? | Data Source Where is the data located? | Timeline When will members start and finish collecting the data? | Person Responsible Who is responsible for ensuring the data is collected? |
|--|--|--|---|
| | | | |
| | | | |
| | | | |
| | | | |

Document Analysis Data

(Examples: lesson plans, policies, or student work)

What are teachers and staff doing (or not doing) to improve student learning and increase student achievement?

| Data What data will the team collect to assess the school's or district's performance? | Data Source Where is the data located? | Timeline When will members start and finish collecting the data? | Person Responsible Who is responsible for ensuring the data is collected? |
|--|--|--|---|
| | | | |
| | | | |
| | | | |
| | | | |

Tool 3: Data Collection Plan Template

Professional Learning Data

(Examples: number of participants and level of implementation of strategies)

To what level are teachers and staff utilizing knowledge and skills learned to improve school processes and student outcomes?

| Data What data will the team collect to assess the school's or district's performance? | Data Source Where is the data located? | Timeline When will members start and finish collecting the data? | Person Responsible Who is responsible for ensuring the data is collected? |
|--|--|--|---|
| | | | |
| | | | |
| | | | |

TKES Data

| | |
|--|---|
|  GaDOE Data Sources | <ul style="list-style-type: none"> • Statewide Longitudinal Data System (SLDS) |
|--|---|

To what level are teachers and staff utilizing their knowledge and skills to improve student learning and achievement?

| Data What data will the team collect to assess the school's or district's performance? | Data Source Where is the data located? | Timeline When will members start and finish collecting the data? | Person Responsible Who is responsible for ensuring the data is collected? |
|--|--|--|---|
| TKES | | | |

Georgia Systems of Continuous Improvement (GSCI) Self-Assessment

| | |
|--|--|
|  GaDOE Data Sources | <ul style="list-style-type: none"> • Statewide Longitudinal Data System (SLDS) • Georgia School Performance Standards • Georgia School Assessment of Performance on Systems (GSAPS) Rating Rubric |
|--|--|

How does the leadership team rate each system of Georgia's Systems of Continuous Improvement framework?

| Data What data will the team collect to assess the school's or district's performance? | Data Source Where is the data located? | Timeline When will members start and finish collecting the data? | Person Responsible Who is responsible for ensuring the data is collected? |
|--|--|--|---|
| Coherent Instruction | | | |
| Professional Capacity | | | |
| Supportive Learning Environment | | | |
| Family and Community Engagement | | | |
| Effective Leadership | | | |

Step 4: Analyze data.

Data analysis is a critical component of conducting a comprehensive needs assessment. The process provides the leadership team with an opportunity to gather and inspect information to develop a better understanding of current graduation rates and the challenges and barriers that impact student outcomes.

Key Points

- Frame the problem by defining the issue and explaining the context surrounding the issue.
- Aggregate and disaggregate the numbers and ask questions to deepen understanding. The numbers provide information – they do not provide the root causes or tell what action to take.
- Triangulation is the use of multiple data types or sources to test the validity of findings.
- A single data point or observation is not enough to determine a pattern or trend.
- A pattern or trend should be evident across multiple sources or types of data or across time.

We cannot forget every number represents a Georgia learner!

Guiding Questions

- What does the data reveal?
- What additional (leading, real-time) data should the leadership team consider when identifying school-wide overarching needs?
- Are all subgroups of students performing at the optimal level?
- What specific trends and patterns are observed for all students and each subgroup?
- What are the important trends and patterns that will support the identification of **student**, **teacher**, and **leader** needs?

Analyze Data Example – 2019 Literacy Performance

Review the data to determine points of strengths and challenges for improvement. Summarize the findings. The team will use the findings to identify potential SMART Goals and priorities in the next section.

| 2018 ELA | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | % of students with PRO or DIS on the EOG |
|-----------------|-------------------|--------------------|--------------------|--------------------------------------|--|
| 3 rd | 18.09% | 37.23% | 32.98% | 11.70% | 44.68% |
| 4 th | 26.00% | 49.00% | 20.00% | 5.00% | 25.00% |
| 5 th | 30.23% | 40.70% | 25.58% | 3.49% | 29.07% |
| Total | 24.64% | 42.50% | 26.07% | 6.79% | 32.86% |
| | | | | 2018 CCRPI Achievement Score = 57.51 | |

When looking at ELA achievement by grade levels, we see

- 3rd grade has the lowest percentage of Beginning Learners.
- 3rd grade has the highest percentage of Proficient and Distinguished Learners.
- 4th grade has the lowest percentage of Proficient and Distinguished Learners.
- 5th grade has the highest percentage of Beginning Learners.
- Many students are Developing Learners.

We wonder...

- How does the data compare to last year?
- What data did 3rd grade teachers have regarding the incoming 3rd graders?
- How many students in grades 3, 4, and 5 have subgroups: EL, SWD, Gifted?
- Does the composition of the subgroups vary by grade-level, and if so, which grade level has a higher percentage of ELs, SWDs, Gifted?
- How does subgroup variation by grade level affect achievement variation in the grade level?
- If the school has an overall high percentage of EL students, then, what percentage of the EL subgroup is at ELP Levels 1-2 in each grade level? Does 5th grade have a group of long-term ELs that affects grade-level achievement?
- What is the difference between the teaching staff in each grade level?
 - Does one grade level have more novice teachers while the other grade level has more veteran teachers?
 - Does the school have additional or support teachers in either of these grade levels?
 - What is their expertise?

| 2018 ELA | % of students with a PRO or DIS on the EOG | 2019 ELA | % of students with a PRO or DIS on the EOG |
|-----------------|--|-----------------|--|
| 3 rd | 39.18% | 3 rd | 44.68% |
| 4 th | 25.00% | 4 th | 25.00% |
| 5 th | 30.00% | 5 th | 29.07% |

When looking at the cohort of students as they move through the grade levels, **we see...**

- Students who were 3rd graders in 2018 and 4th graders in 2019 decreased in achievement.
- Students who were 4th graders in 2018 and 5th graders in 2019 increased slightly in achievement.

We wonder...

- Why is there a 4th grade drop in achievement?
- Are students who need interventions being identified? Are interventions effective?
- Are students who need a challenge being identified?
- How do the grade level teams plan instruction?



Tool 4: Data Matrix



[Risk Factors Checklist Tool - English Learners](#)



[English Learner Data Presentation](#)



[GaDOE Equity](#)



[GaDOE Equity vs. Equality Guide](#)

Directions for Tool 4: *Collect* the data sets listed in each table. *Analyze* the data using the provided guiding questions and record the findings in the tables. Please note that tables for data sets 2 and 6-12 do not include specific pre-filled data sources as these data sets are specific to local assessments. Schools may enter the local assessment data sources in the tables.

| Tool 4: Data Matrices³ | | |
|---|--|------------|
| Student Performance Data ACCESS, Georgia Alternate Assessment (GAA), Georgia Milestones, GKIDS | | |
| Data Set 1 | ELA <ul style="list-style-type: none"> • Subgroup • Grade level/course | |
| | Mathematics <ul style="list-style-type: none"> • Subgroup • Grade level/course | |
| | Science <ul style="list-style-type: none"> • Subgroup • Grade level/course | |
| | Social Studies <ul style="list-style-type: none"> • Subgroup • Grade level/course | |
| | Literacy <ul style="list-style-type: none"> • Subgroup • Grade level/course | |
| | ACCESS | |
| | GAA | |
| | GKIDS | |
| Steps | Guiding Questions | Recordings |
| Describe Data State facts only. Refrain from stating interpretations or solutions. | <ul style="list-style-type: none"> • What is the data telling us? • Are all subgroups of students performing at the optimal level? • What trends and patterns are observed for all students and each sub-group? Be specific. | |
| Interpret Data | <ul style="list-style-type: none"> • What are the important trends and patterns that will support the identification of student, teacher, and leader needs? • What additional (leading, real-time) data should we consider as we identify school-wide overarching needs? | |

³ Adapted from Thomas Van Soelen & Shannon N. Kersey, "Data Mining Protocol", [School Reform Initiative](#), March 30, 2017.

| Student Performance Data – District Benchmarks/Formative Assessments | | |
|--|--|------------|
| Data Set 2 Enter district/school data. | | |
| | | |
| | | |
| Steps | Guiding Questions | Recordings |
| Describe Data State facts only. Refrain from stating interpretations or solutions. | <ul style="list-style-type: none"> What is the data telling us? Are all subgroups of students performing at the optimal level? What trends and patterns are observed for all students and each sub-group? Be specific. | |
| Interpret Data | <ul style="list-style-type: none"> What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What additional (leading, real-time) data should we consider as we identify school-wide overarching needs? | |

| Graduation & Dropout Data | | |
|--|--|------------|
| Data Set 3 | 4-Year Graduation | |
| | 5-Year Graduation | |
| | Dropout | |
| | Pathway Completion | |
| | Additional data | |
| Steps | Guiding Questions | Recordings |
| Describe Data State facts only. Refrain from stating interpretations or solutions. | <ul style="list-style-type: none"> What is the data telling us? Are all subgroups of students performing at the optimal level? What trends and patterns are observed for all students and each sub-group? Be specific. | |
| Interpret Data | <ul style="list-style-type: none"> What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What additional (leading, real-time) data should we consider as we identify school-wide overarching needs? | |

| Attendance Data | | |
|--|--|-------------------|
| Data Set 4 | Total number of student absences for each: <ul style="list-style-type: none"> • Month • Month and range (e.g., 5-9, 10-15, 16-20, greater than 20) • Grade level • Class/Period • Subgroup • Category (e.g., excused, unexcused) | |
| | Total number of teacher absences for each: <ul style="list-style-type: none"> • Month | |
| | Additional data | |
| Steps | Guiding Questions | Recordings |
| Describe Data State facts only. Refrain from stating interpretations or solutions. | <ul style="list-style-type: none"> • What is the data telling us? • Are all subgroups of students performing at the optimal level? • What trends and patterns are observed for all students and each sub-group? Be specific. | |
| Interpret Data | <ul style="list-style-type: none"> • What are the important trends and patterns that will support the identification of student, teacher, and leader needs? • What additional (leading, real-time) data should we consider as we identify school-wide overarching needs? | |

| Discipline Data | | |
|---|---|------------|
| Data Set 5 | Total referrals <ul style="list-style-type: none"> • Classroom disruptions • Rude/disrespectful • Fighting • Skipping/cutting class ISS <ul style="list-style-type: none"> • Total number of events • Total number of students • Total number of days OSS <ul style="list-style-type: none"> • Total number of events • Total number of students • Total number of days | |
| Additional data | | |
| Steps | Guiding Questions | Recordings |
| Describe Data State facts only. Refrain from stating interpretations or solutions. | <ul style="list-style-type: none"> • What is the data telling us? • Are all subgroups of students performing at the optimal level? • What trends and patterns are observed for all students and each sub-group? Be specific. | |
| Interpret Data | <ul style="list-style-type: none"> • What are the important trends and patterns that will support the identification of student, teacher, and leader needs? • What additional (leading, real-time) data should we consider as we identify school-wide overarching needs? | |

| Perception Data – Surveys | | |
|---|--|-------------------|
| Data Set 6 | | |
| | | |
| | | |
| | | |
| Steps | Guiding Questions | Recordings |
| Describe Data State facts only. Refrain from stating interpretations or solutions. | <ul style="list-style-type: none"> What is the data telling us? Are all subgroups of students performing at the optimal level? What trends and patterns are observed for all students and each sub-group? Be specific. | |
| Interpret Data | <ul style="list-style-type: none"> What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What additional (leading, real-time) data should we consider as we identify school-wide overarching needs? | |

| Interview/Focus Group Data | | |
|---|--|-------------------|
| Data Set 7 | | |
| | | |
| | | |
| | | |
| Steps | Guiding Questions | Recordings |
| Describe Data State facts only. Refrain from stating interpretations or solutions. | <ul style="list-style-type: none"> What is the data telling us? Are all subgroups of students performing at the optimal level? What trends and patterns are observed for all students and each sub-group? Be specific. | |
| Interpret Data | <ul style="list-style-type: none"> What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What additional (leading, real-time) data should we consider as we identify school-wide overarching needs? | |

| Observation Data | | |
|---|--|-------------------|
| Data Set 8 | | |
| | | |
| | | |
| | | |
| Steps | Guiding Questions | Recordings |
| Describe Data State facts only. Refrain from stating interpretations or solutions. | <ul style="list-style-type: none"> What is the data telling us? Are all subgroups of students performing at the optimal level? What trends and patterns are observed for all students and each sub-group? Be specific. | |
| Interpret Data | <ul style="list-style-type: none"> What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What additional (leading, real-time) data should we consider as we identify school-wide overarching needs? | |

| Document Analysis Data | | |
|---|--|-------------------|
| Data Set 9 | | |
| | | |
| | | |
| | | |
| Steps | Guiding Questions | Recordings |
| Describe Data State facts only. Refrain from stating interpretations or solutions. | <ul style="list-style-type: none"> What is the data telling us? Are all subgroups of students performing at the optimal level? What trends and patterns are observed for all students and each sub-group? Be specific. | |
| Interpret Data | <ul style="list-style-type: none"> What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What additional (leading, real-time) data should we consider as we identify school-wide overarching needs? | |

| Professional Learning Data | | |
|---|--|-------------------|
| Data Set 10 | | |
| | | |
| | | |
| | | |
| Steps | Guiding Questions | Recordings |
| Describe Data State facts only. Refrain from stating interpretations or solutions. | <ul style="list-style-type: none"> What is the data telling us? Are all subgroups of students performing at the optimal level? What trends and patterns are observed for all students and each sub-group? Be specific. | |
| Interpret Data | <ul style="list-style-type: none"> What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What additional (leading, real-time) data should we consider as we identify school-wide overarching needs? | |

| TKES Data | | |
|---|--|-------------------|
| Data Set 11 | | |
| | | |
| | | |
| | | |
| Steps | Guiding Questions | Recordings |
| Describe Data State facts only. Refrain from stating interpretations or solutions. | <ul style="list-style-type: none"> What is the data telling us? Are all subgroups of students performing at the optimal level? What trends and patterns are observed for all students and each sub-group? Be specific. . | |
| Interpret Data | <ul style="list-style-type: none"> What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What additional (leading, real-time) data should we consider as we identify school-wide overarching needs? | |

| GSCI Self-Assessment | | |
|---|--|-------------------|
| Data Set 12 | | |
| | | |
| | | |
| | | |
| Steps | Guiding Questions | Recordings |
| Describe Data State facts only. Refrain from stating interpretations or solutions. | <ul style="list-style-type: none"> · What is the data telling us? · Are all subgroups of students performing at the optimal level? · What trends and patterns are observed for all students and each sub-group? Be specific. · | |
| Interpret Data | <ul style="list-style-type: none"> · What are the important trends and patterns that will support the identification of student, teacher, and leader needs? · What additional (leading, real-time) data should we consider as we identify school-wide overarching needs? | |

Identify Priorities and Create SMART Goals

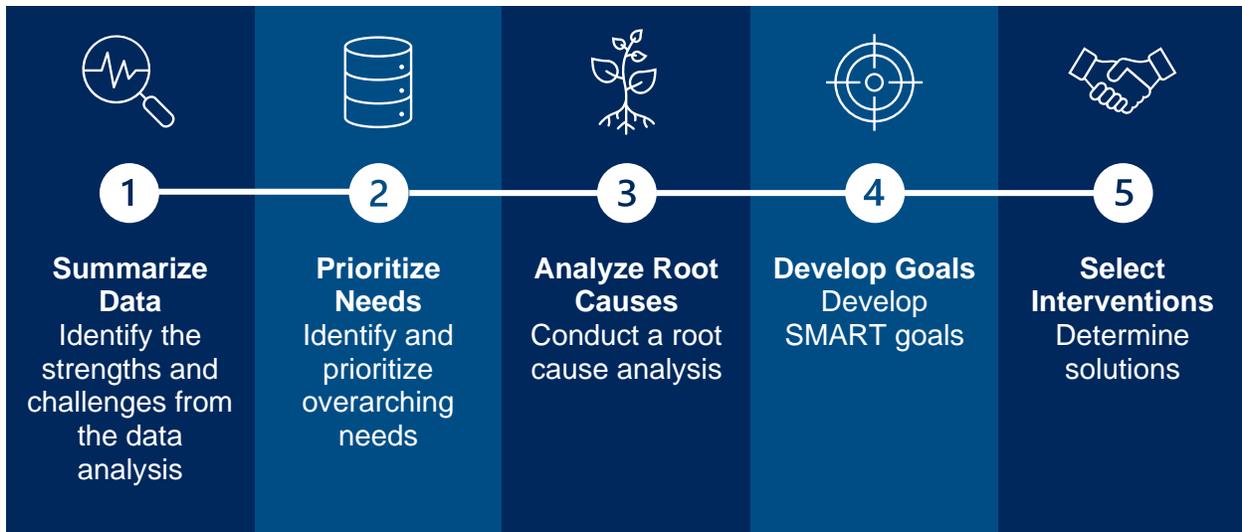


Identifying priorities enables the LEA to respond to critical challenges that must be addressed to improve student outcomes. Creating SMART goals defines desired outcomes that are the result of improving the identified challenges.

Priority identification and SMART goals align with the “Identify Needs” and “Select Interventions” sections of Georgia’s Systems of Continuous Improvement Framework.

Identify Needs – Consult many sources to determine which aspects of the school need improvement.

Select Interventions – Research many sources to determine the solutions that have a good chance of meeting the identified school needs.



Step 1: Summarize data.

Review the data to determine school strengths and challenges for improvement. Summarize the findings. Use the findings to identify potential SMART Goals and priorities (see steps 2 – 4).

Summary Matrix Worksheet – Read the descriptions, trends, and patterns from **Conducting a Needs Assessment – Step 4: Analyze Data**. Use the information to (a) identify the strengths and challenges and (b) determine the implications for the school. Include strengths and challenges related to general program implementation, and students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of overarching needs.

| Summary Matrix Worksheet Example | | | |
|--|--|--|---|
| System | Strengths | Challenges | Implications for our Work |
| Coherent Instructional | <p>Mathematics GA Milestones scores are higher than the state and district averages.</p> <p>Students show evidence of mastering science standards if they can explain their thinking verbally.</p> | <p>ELA GA Milestones show a steady decline in the Proficient Learner and Distinguished Learner categories for Cohort A.</p> <p>Common assessments show EL students are only making very small gains in ELA.</p> <p>Common assessments show that students score lower on open-ended questions than on multiple choice questions in science.</p> | <p>Identifying and implementing appropriate strategies at the right moment to significantly improve student outcomes are critical for success.</p> |
| Effective Leadership | | | |
| Professional Capacity | | | |
| Supportive Learning Environment | <p>Student attendance has improved over the past three years.</p> <p>Serious discipline infractions have decreased.</p> | <p>Students who attend tutoring sessions are only achieving small gains in ELA.</p> | <p>Institutionalize effective practices that support improved attendance and discipline.</p> <p>Ensure school processes and programs are evaluated.</p> |
| Family and Community Engagement | | <p>Parent and community engagement has remained stagnant over the past five years.</p> | <p>Connect with families throughout the year, while offering them learning and social events of interest.</p> |



Tool 5: Summary Matrix Worksheet

Tool 5: Summary Matrix Worksheet

| System | Strengths | Challenges | Implications for our Work |
|---|-----------|------------|---------------------------|
| <p>Coherent Instructional</p> <ul style="list-style-type: none"> • Planning for Quality Instruction • Delivering Quality Instruction • Monitoring Student Progress • Refining the Instructional System | | | |
| <p>Effective Leadership</p> <ul style="list-style-type: none"> • Creating and Maintaining a School Climate and Culture Conducive to Learning • Cultivating and Distributing Leadership • Ensuring High Quality Instruction in All Classrooms • Managing the School and Its Resources • Driving Improvement Efforts | | | |
| <p>Professional Capacity</p> <ul style="list-style-type: none"> • Attracting Staff • Developing Staff • Retaining Staff • Ensuring Staff Collaboration | | | |
| <p>Supportive Learning Environment</p> <ul style="list-style-type: none"> • Maintaining Order and Safety • Developing and Monitoring a Tiered System of Supports • Ensuring a Student Learning Community | | | |
| <p>Family and Community Engagement</p> <ul style="list-style-type: none"> • Welcoming all Families and the Community • Communicating Effectively with Families and the Community • Supporting Student Success • Empowering Families • Sharing Leadership with Families and the Community • Collaborating with Families and the Community | | | |

Step 2: Prioritize needs.

Guiding questions

- What needs were identified during the data analysis process?
- What specific data supports the identification of each overarching need?
- Which needs are the most urgent?
- Is each need trending positively or negatively over time?
- Could a root cause be identified?
- What do our students need to be successful?
- Is each need an equity gap?

Identify and Prioritize Needs Example

Success Elementary School reviewed its three-year trend data on the GA Milestones and noticed a steady decline in ELA in the proficient and distinguished learner categories.



Effective implementation of instructional resources that meet the needs of each subgroup



Improve ELA student performance due to a steady decline



Technology to address individual student needs



Tool 6: Overarching Needs Tables

Tool 6: Overarching Needs Tables – Use the strengths, challenges, and implications to identify school-wide overarching needs. Determine the priority order of each identified need based on data, team member and stakeholder knowledge, and answers to the questions in the following table.

| | | | |
|--|----------------------------|----------------------------|----------------------------|
| Overarching Need 1 | | | |
| How severe is the need? | | | |
| Is the need trending positively or negatively over time? | | | |
| Can root causes be identified? | | | |
| Priority Order | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| Additional Considerations | | | |

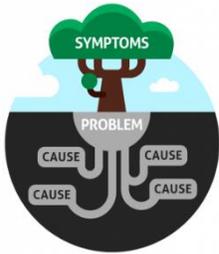
| | | | |
|--|----------------------------|----------------------------|----------------------------|
| Overarching Need 2 | | | |
| How severe is the need? | | | |
| Is the need trending positively or negatively over time? | | | |
| Can root causes be identified? | | | |
| Priority Order | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| Additional Considerations | | | |

| | | | |
|--|----------------------------|----------------------------|----------------------------|
| Overarching Need 3 | | | |
| How severe is the need? | | | |
| Is the need trending positively or negatively over time? | | | |
| Can root causes be identified? | | | |
| Priority Order | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| Additional Considerations | | | |

Step 3: Analyze root causes.

Root Cause Definition

Root Cause Analysis (RCA) is a tool used to identify the real cause of a problem. It is the process of defining, understanding, and solving a problem. Root causes should be foundational, actionable, wide-reaching, and alterable. RCA is based on the basic idea that effective management requires more than merely “putting out fires” for problems that develop, but rather finding a way to prevent the fires from starting.



Root cause analysis helps dissolve the problem, not just the symptom. It eliminates patching and wasting effort.

Conducting a Root Cause Analysis

1. Define the problem – select the top overarching needs from **Step 2: Prioritize Needs**.
2. Analyze cause and effect relationships using a tool such as the Five Whys Analysis or a Fishbone Diagram.
3. Identify the root causes that are actionable.
4. Devise a solution – see sections: **Identify Priorities** and **Create SMART Goals** and **Build the School Improvement Plan**.

Resource

GLISI toolkit <http://glisi.org/resources/leading>

[Leading a Team to Analyze Root Causes Using Quality Tools](#)

- Five Whys Analysis
- Fishbone Diagram

Conduct a Root Cause Analysis (RCA) Example

Success Elementary School reviewed its three-year trend data on the GA Milestones and noticed a steady decline in ELA in the proficient and distinguished learner categories.

Contributing factors:

- The teachers have been using the same curriculum and resources to guide instruction for the past three years.
- The principal and teachers attribute a change in the student population to the steady decline.
- Last year Success Elementary School purchased a computer-based ELA program to address the issue.

Why is the ELA data continuously declining?

Our subgroups are not making growth.



Why are your subgroups not making growth?

The subgroups lack prerequisite skills.



Why do subgroups struggle with prerequisite skills?

Subgroups have not received differentiated instruction to meet specific needs.



Why have subgroups not received differentiated instruction?

Teachers do not have dedicated time to research differentiated instructional strategies for subgroups.



Why do teachers lack time to research differentiated instructional strategies?

The school has not scheduled common planning time or PLCs for all teachers.

Root cause:

- The school has not scheduled common planning time or PLCs for all teachers.

Root Causes Analysis Worksheet – Select the top two to four overarching needs from step 5. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [GLISI toolkit](#). Complete a table for each selected overarching need.

| Tool 7: Root Cause Analysis Worksheet | | |
|--|------------------------------|-----------------------------|
| Overarching Need 1 | | |
| Root causes to be addressed | | |
| This is a root cause and not a contributing cause or symptom | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| This is something we can affect | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Impacted Programs | | |
| Additional Responses | | |

| | | |
|--|------------------------------|-----------------------------|
| Overarching Need 2 | | |
| Root cause to be addressed | | |
| This is a root cause and not a contributing cause or symptom | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| This is something we can affect | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Impacted Programs | | |
| Additional Responses | | |

| | | |
|--|------------------------------|-----------------------------|
| Overarching Need 3 | | |
| Root cause to be addressed | | |
| This is a root cause and not a contributing cause or symptom | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| This is something we can affect | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Impacted Programs | | |
| Additional Responses | | |

Step 4: Develop SMART goals.

Goals are the outcomes schools and districts intend to accomplish. There are two types of goals that drive improvement: process and outcome (performance). Process goals drive the implementation of school improvement efforts. Performance goals advance the mission of schools and districts by defining achievement benchmarks.⁴ Performance and process goals should be SMART – specific, measurable, attainable, relevant, and time-bound. Furthermore, SMART goals focus on improving results by adding clarity for improving the educational program.

The school improvement plan may include both performance and process SMART goals.

Specific – Specificity defines the goal concretely.

- *Does the goal address what you want to accomplish and address the root causes?*
- *What specific results are you expecting to accomplish?*

Measurable – Measurable goals identify results that can be quantified. It also means data sources and data collection are feasible for the school/district. Based on data, how will you know it was effective?

- *How does the goal specify how many or how much?*
- *How will you know when the goal is accomplished?*
- *How will you determine progress and document the effectiveness?*
- *Is there a baseline for the goal?*

Attainable – Attainable goals are within your control and realistic but challenging.

- *Is the goal manageable and based on school/district data?*
- *Is the goal a stretch, but possible?*

Results-based/Relevant – Results-based is connected to the overarching need and equity gap. Relevant relates to the district's/school's mission and vision.

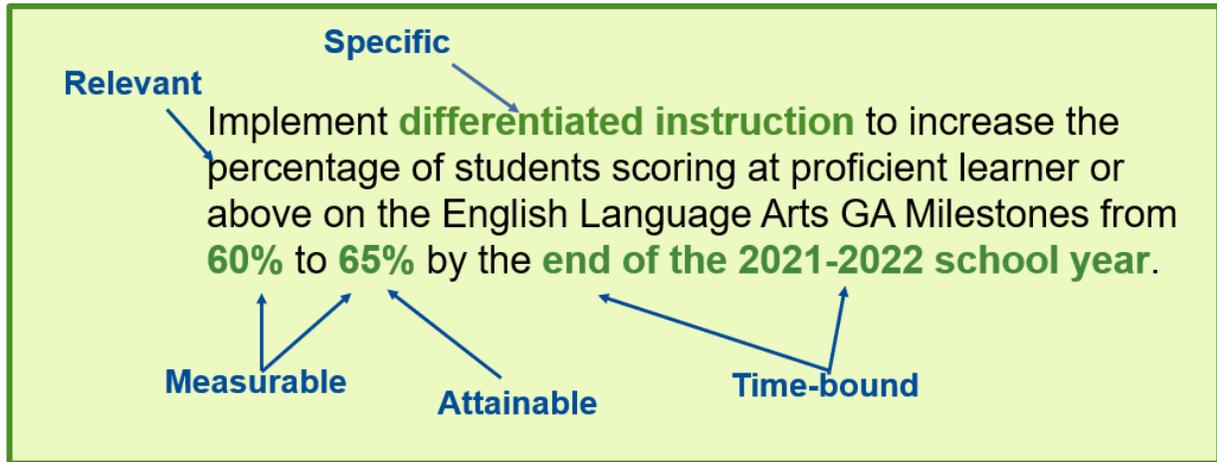
- *Will the goal have a positive impact on the overarching need and equity gap?*
- *Does the goal enable the district/school to operate in its mission?*

Time-bound – A specific and feasible timeline and deadline should be established to monitor the progress and results of the goal.

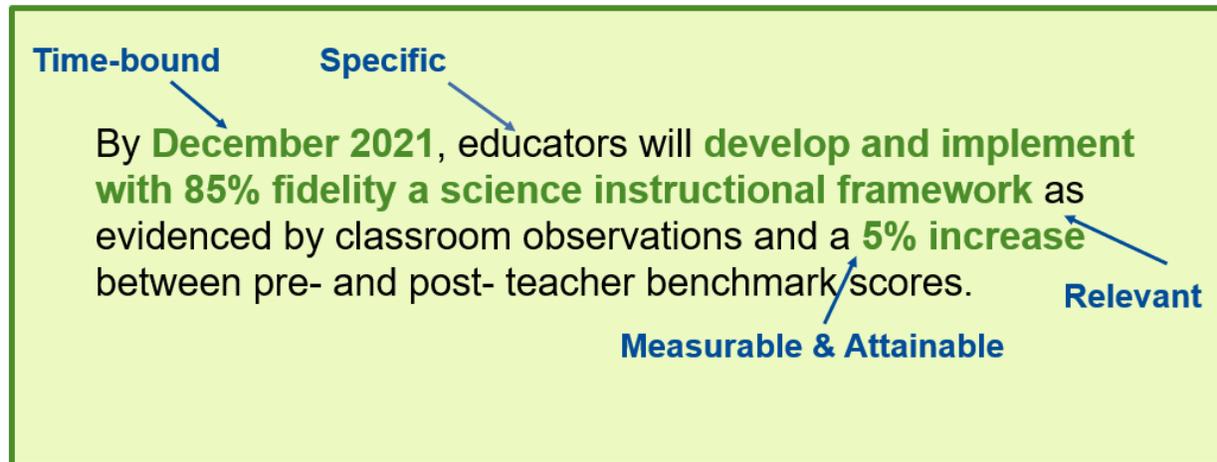
- *What is the timeline for reaching the goal?*

⁴ Allison, M. & Kaye, J. (2015). *Strategic Planning for Nonprofit Organizations: A Practical Guide for Dynamic Times*. Wiley.

Performance SMART Goal Example:



Process SMART Goal Example:



Tool 8: SMART Goal Worksheet

| | | | |
|----------|------------------------------------|---|--|
| S | Specific | <ul style="list-style-type: none"> Does the goal address what you want to accomplish and address the root causes? What result are you expecting to accomplish? Be specific. | |
| M | Measurable | <ul style="list-style-type: none"> Does the goal specify how many or how much? Be specific. How will you know when the goal is accomplished? How will you determine progress and document the effectiveness? Is there a baseline for the goal? | |
| A | Attainable | <ul style="list-style-type: none"> Will the goal have a positive impact on the overarching need and equity gap? Does the goal enable the district/school to operate in its mission? | |
| R | Results-based/ Relevant | <ul style="list-style-type: none"> Will the goal have a positive impact on the overarching need and equity gap? Does the goal enable the district/school to operate in its mission? | |
| T | Time-bound | <ul style="list-style-type: none"> What is the timeline for reaching the goal? | |

SMART Goal Format

By (end date), (identified students) will (increase /decrease) (outcome data) by (amount of increase/decrease).

| | | | | | | | | |
|----|------------|---|-----------------------|------|----------------------|----------------|----|-------------------------------|
| By | | , | | will | | | by | |
| | (end date) | | (identified students) | | (increase /decrease) | (outcome data) | | (amount of increase/decrease) |

Step 5: Select interventions.

Before selecting interventions, distinguish between technical and adaptive problems. Technical problems consist of distinct and “clear-cut” elements (e.g., the process for purchasing technology or providing professional learning). Solutions to technical problems, commonly implemented by an expert or educational leader, require a known logical sequence of acts. Adaptive problems occur when multiple elements intertwine and are indefinite, creating complex problems (e.g., a process for closing the achievement gap or delivering student-centered online instruction). Solutions to adaptive problems require engaging a group of educators and possibly other stakeholders who can solve the problem due to their collective knowledge and individuals implementing the designed solutions.⁵

When selecting an intervention to address challenges, specifically adaptive problems, research many sources, including possible interventions, to determine the solutions that have a good chance of meeting the identified school needs. Consider the evidence for needed improvements. Additionally, determine if staff members have the capacity to implement possible interventions.

U.S. Department of Education School Improvement: Strategy Selection

All federal programs are required under [the Elementary and Secondary Education Act of 1965 \(ESEA\), as amended by the Every Student Succeeds Act \(ESSA\)](#), to identify evidence-based strategies, school activities, or interventions (i.e., strategies supported by research findings or with a rationale for potential effectiveness).

Although a district is not required to use section 1003 funds for evidence-based interventions, any evidence-based activity, strategy, or intervention paid for with funds under ESEA section 1003(a) must demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on:⁶

- strong evidence from at least one well-designed and well-implemented experimental study;
- moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
- promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.

Note: Districts that consolidate local and federal funds are not required to identify evidence-based strategies.

⁵ Owens, R.G., & Valesky, T.C. (2014). *Organizational behavior in education: Leadership and school reform* (11th ed.). Pearson.

⁶ Funds under section 1003 must be used to pay for evidence-based interventions that are based on strong, moderate, or promising evidence. That means section 1003 funds may not be used for activities, strategies, or interventions that “demonstrate a rationale”, (e.g., that are based on high-quality research findings that such activity, strategy, or intervention, is likely to improve student outcomes or other relevant outcomes and include ongoing evaluation efforts.)

Build the School Improvement Plan



A school improvement plan (SIP) is a road map for improving the level of education students receive to increase achievement. The SIP has details about how and when changes will be implemented and who will monitor the plan to ensure it is executed with fidelity or amended, if needed. It is a living document used to guide the work of schools. The plan describes (a) the specific outcomes sought, (b) the specific action steps that will be taken to bring about change, and (c) the specific methods for monitoring both implementation and effectiveness. These three components are essential for developing a school improvement plan that will guide the school toward improving student and teacher outcomes.

A school improvement plan aligns with the “Plan Implementation”, “Implement Plan”, and “Examine Progress” sections of Georgia’s Systems of Continuous Improvement Framework.

Plan Implementation – Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

Implement Plan – Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

Examine Progress – Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.



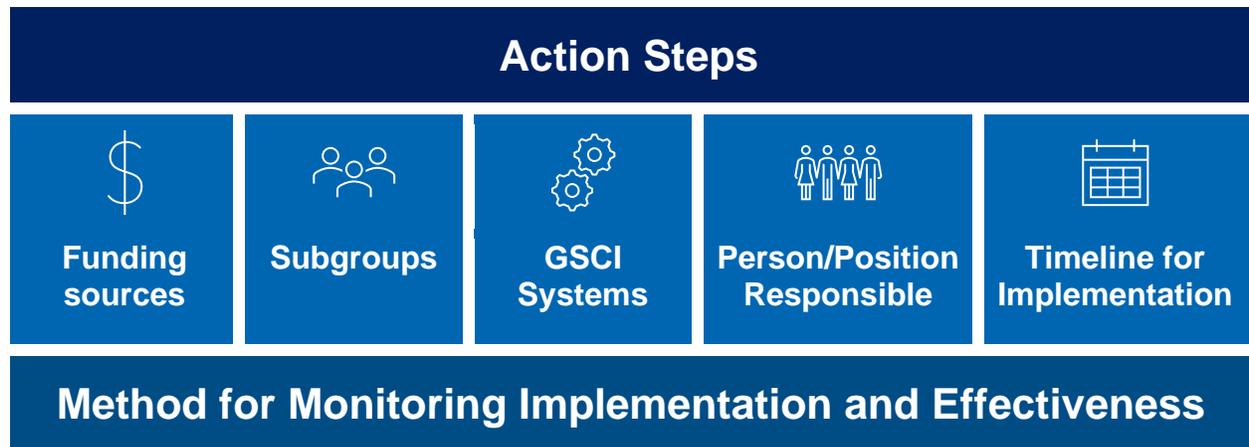
[Schoolwide Plan Checklist](#)



[Consolidated Schoolwide Financial Checklist](#)

Step 1: Create a school improvement plan.

School Improvement Plan (SIP) Components



Definitions

Action Steps – *What will occur? What will the school do with its human, financial, instructional, and technological resources to direct change for reaching the goal?*

Action steps are the specific activities that will be implemented to reach a goal. Examples of activities may include, but are not limited to, instruction, data analysis and action, professional learning, program development and implementation, process development and implementation, and assessment and evaluation. Every action step should be aligned to a SMART goal and include:

- Specific actions for implementation
- Responsible parties for implementing the action step
- Timelines for implementing the action steps
- Artifacts
- Monitoring schedules
- Resources, including the funding source(s)

Guiding questions and considerations:

- What specific action steps will the school implement to address the identified SMART goal(s)?
- Do the action steps align with GSCI framework?
- Do the action steps identify intended outcomes, which can also guide monitoring?
- If consolidating federal funds, do the action steps meet the purpose and intent of each program?
- What targeted supports are in place to address the identified needs of the school's subgroups?
- What will each faculty and staff member do to increase the level of student proficiency?
- Consider the following: If we complete the action step then the teacher will...and therefore students will....

District Support – *What support, if any, will the district provide to implement an action step?*
District support is assistance needed to address challenges or barriers to implementing an action step.

Guiding questions:

- What district leader can support the action step by addressing challenges or barriers?

Funding Sources – *What money is needed to carry out the proposed action steps?*

Funding sources are the financial resources that will be used to conduct the improvement action steps. Examples of funding sources may include, but are not limited to, Title I, Title II, Title III, general, school improvement (1003), homeless, special education, career and technical education, and family engagement. Additionally, Fund 150 (CoF) is a funding source for districts consolidating federal funds.

Guiding questions:

- How is the action step being funded?
- Does the action step cost additional funds to implement?
- If the action step is being funded by a federal program, is the activity allowable?
- If consolidating federal funds, what steps will the school take to ensure that the intent and purpose of each program is being met rather than allowability?
- Is a partner/donor able to fund the action step?

When funding sources are consolidated, it may be helpful to note the intent and purpose(s) that an action step will meet.



[Consolidation of Funds](#)



[Use of Title I Funds](#)



[Title 1 Section 1003 School Improvement Grants](#)

GSCI Systems– *What system of Georgia’s Systems of Continuous Improvement framework will the action step address?*

Systems comprise the major work of Georgia’s Systems of Continuous Improvement framework that must be in place for sustained improvement in student outcomes. The five systems of the complex school organization are coherent instruction, professional capacity, supportive learning environment, family and community engagement, and effective leadership.

Guiding questions and considerations:

- Does the action step align with GSCI framework?
- Consider how the action step impacts each of the five systems of GSCI framework.



[Georgia’s Systems of Continuous Improvement Systems, Structures, and School Improvement Process](#)

Method for Monitoring Implementation and Effectiveness – *What strategy or procedure will the school use to determine if the action step is being implemented as intended? What strategy or procedure will the school use to determine if the action step is positively impacting the desired outcomes, specifically the school improvement goal?*

A method for monitoring implementation is a strategy or procedure used to measure the level of execution of each action step. Examples may include, but are not limited to, observations, document reviews, and interviews/focus groups. Methods should (a) be appropriate for each action step, (b) include data for monitoring the quality of implementation, and (c) include data for monitoring the implementation of action steps as planned.

Guiding questions:

- How and when will the school monitor the fidelity of implementation?
- How can the monitoring ensure the actions are impacting teacher practice, and in turn student achievement?
- What benchmarks will be established, and what data will the leadership team collect to measure impact?
- If the district is consolidating federal funds, how will the school ensure the intent and purpose of each program is met?

Person/Position Responsible – *Who will ensure the action step is implemented?*

The person responsible is the individual who will execute or lead each action step. Schools may use a position title in lieu of a person's name.

Guiding question:

- Who has the capacity to execute or lead the work being implemented?
- Does the identified person have the time available to monitor the implementation of the work? If not, what adjustments will be made to the workload?
- Does the identified person have the correct leadership role to supervise the implementation process?
- Is the same person being assigned too many action steps?

Resources – *What resources are needed to implement the action step?*

Resources are critical sources needed to implement the action step and SIP. Examples of resources include, but are not limited to money, faculty and staff, technology, equipment, supplies, facilities, or professional learning.

Guiding questions:

- Are the resources available or feasible?
- Will the resources enable the person(s) responsible to implement the action with fidelity?

Subgroups – *What subgroup(s) will the action step target?*

Subgroups are each major ethnic, racial, and statutorily required group Georgia includes as a subgroup of students. Georgia's subgroups are American Indian/Alaskan, Asian/Pacific Islander, Black, Hispanic, Multi-Racial, White, English learners (EL), economically disadvantaged (ED), and students with disabilities (SWD). Subgroup needs must be met when utilizing Consolidation of Funds as this requirement is not waived.

Guiding questions:

- Are action steps identified for all subgroups represented in the school, regardless of size of the group?
- Are there additional sub-steps the school must take to ensure the needs of each subgroup are met?

Timeline for Implementation – *What is the timeline for each action step?*

Timeline identifies when each action step will begin and the target date for completion.

Guiding questions:

- Are the timelines specific, reasonable, and incremental?
- Will the established timelines and methods of monitoring provide data to drive decisions for next steps?

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School Improvement Plan Example

SMART Goal #1

Implement differentiated instruction to increase the percentage of students scoring at proficient learner or above on the English Language Arts Georgia Milestones from 60% to 65% by the end of the 2021-2022 school year.

| Action Step | Person/Position Responsible | | Timeline of Implementation | | Evidence and Artifacts | Progress Monitoring | Funding Source |
|--|-----------------------------|-------------------------|----------------------------|-----------------|--|---------------------|-----------------------------|
| A consultant will provide training during preplanning to instructional staff on differentiated instructional strategies to include high-leverage practices for teaching EL students. | Name | Don Jordan | Start Date | July 21, 2021 | Implementation: Agendas, Sign-In Sheets | Quarterly | Title IIIA |
| | Position | EL Teacher | Date Fully Implemented | July 22, 2021 | Effectiveness: PL Evaluation Results, Teacher Lesson Observation | | |
| Provide training in August and September on how to write effective formative assessment questions in order to gather information that informs differentiated instruction. | Name | John Smith | Start Date | August 18, 2021 | Implementation: Agendas, Sign-In Sheets | Quarterly | General Funds |
| | Position | Assistant Principal | Date Fully Implemented | Sept. 16, 2021 | Effectiveness: PL Evaluation Results, Analysis of Quality of Assessment Questions | | |
| Provide monthly (Sept. through Jan.) training to instructional staff on differentiated instructional strategies. | Name | Mary Jones | Start Date | Sept. 10, 2021 | Implementation: Agendas, Sign-In Sheets | Monthly | Title IA Title IVA (WR) |
| | Position | ELA Instructional Coach | Date Fully Implemented | Jan. 28, 2022 | Effectiveness: PL Evaluation Results, Classroom Observations | | |
| Mentoring/Coaching of teachers implementing differentiated instructional strategies in ELA classes. | Name | John Smith | Start Date | Sept. 24, 2021 | Implementation: Teacher Observation Schedule, Mentor/Coaching Logs, Notes and Feedback | Quarterly | Title IIA |
| | Position | Assistant Principal | Date Fully Implemented | May 23, 2022 | Effectiveness: Retention Data, Teacher Evaluation Data | | |
| During PLC meetings the team will conduct a data review to inform grouping and instructional strategies. Data review will include a deep dive into subgroups. | Name | Mary Jones | Start Date | Sept. 24, 2020 | Implementation: PLC Agendas, Data Review Notes, Lesson Plans (which have subgroups identified). | Quarterly | PLC – N/A Software - SIG |
| | Position | ELA Instructional Coach | Date Fully Implemented | May 23, 2021 | Effectiveness: Student formative/summative assessment data | | |

School Improvement Plan (Consolidation of Funds Example)

SMART Goal #1

Implement differentiated instruction to increase the percentage of students scoring at proficient learner or above on the English Language Arts Georgia Milestones from 60% to 65% by the end of the 2021-2022 school year.

| Action Step | Person/Position Responsible | | Timeline of Implementation | | Evidence and Artifacts | Intent and Purpose | Progress Monitoring | Funding Source |
|--|-----------------------------|--------------------------------------|----------------------------|-----------------|--|---|---------------------|----------------|
| Provide training in August and September on how to write effective formative assessment questions in order to gather information that informs differentiated instruction. | Name | John Smith | Start Date | August 18, 2021 | Implementation: Agendas, Sign-In Sheets Effectiveness: PL Evaluation Results, Analysis of Quality of Assessment Questions | Title IA, SIG, IIA, IVA (WR): Teacher PD | Quarterly | CoF |
| | Position | Assistant Principal | Date Fully Implemented | Sept. 16, 2021 | | | | |
| Provide monthly (Sept. through Jan.) training to instructional staff on differentiated instructional strategies to include high-leverage practices for teaching EL students. | Name | Mary Jones & Don Jordan | Start Date | Sept. 10, 2021 | Implementation: Agendas, Sign-In Sheets, PL Evaluation Results Effectiveness: PL Evaluation Results, Classroom Observations | Title IA, SIG, IIA, IVA (WR): Teacher PD Title IIIA: EL Focused PD | Monthly | CoF |
| | Position | ELA Instructional Coach & EL Teacher | Date Fully Implemented | Jan. 28, 2022 | | | | |
| Mentoring/Coaching of teachers implementing differentiated instructional strategies in ELA classes. | Name | John Smith | Start Date | Sept. 24, 2021 | Implementation: Teacher Observation Schedule, Mentor/Coaching Logs, Notes and Feedback Effectiveness: Retention, Teacher Evaluation Data | Title IA and IIA: Support effective instruction through coaching/mentoring teachers Title IVA (WR): Teacher PD | Quarterly | CoF |
| | Position | Assistant Principal | Date Fully Implemented | May 23, 2022 | | | | |
| During PLC meetings the team will conduct a data review to inform grouping and instructional strategies. Data review will include a deep dive into subgroups. | Name | Mary Jones | Start Date | Sept. 24, 2020 | Implementation: PL C Agendas, Data Review Notes, Lesson Plans (which have subgroups identified). Effectiveness: Student formative/summative assessment data | Title IA, IIA, and IIIA: Job Embedded Teacher PD with a focus on subgroups IA, SIG: Data analysis software aligning results to lesson plans Title IVA (WR): Teacher PD | Quarterly | CoF |
| | Position | ELA Instructional Coach | Date Fully Implemented | May 23, 2021 | | | | |

Tool 9: School Improvement Plan Template

| Action Step | Person Responsible | | Timeline of Implementation | | Evidence and Artifacts | Monitoring Cycle | Funding Source |
|-------------|--------------------|--|----------------------------|--|------------------------|------------------|----------------|
| | Name | | Start Date | | | | |
| | Position | | Date – Fully Implemented | | | | |
| | Name | | Start Date | | | | |
| | Position | | Date – Fully Implemented | | | | |
| | Name | | Start Date | | | | |
| | Position | | Date – Fully Implemented | | | | |
| | Name | | Start Date | | | | |
| | Position | | Date – Fully Implemented | | | | |
| | Name | | Start Date | | | | |
| | Position | | Date – Fully Implemented | | | | |

Step 2: Implement the school improvement plan.

Implementing the school improvement plan with fidelity positions the school to reach desired goals. Considerations for school leaders to improve implementation are:

- Define roles and responsibilities for all members involved in executing action steps.
- Confirm all staff members reviewed the SIP and received or have access to a copy.
- Confirm persons responsible have a work plan, including timelines.
- Confirm persons executing the action steps have the necessary information and resources for implementation.
- Confirm persons responsible understand when and how to communicate progress of the action steps.
- Confirm persons responsible understand how and when to collect data, where to house data, and what information to include in a data report.
- **Schools participating in Fund 150 Consolidation of Funds** – Confirm the action steps meet the intent and purpose(s) of the specific federal program(s).

Step 3: Monitor the school improvement plan.

Monitoring the school improvement plan is a critical step for improving schools. It involves tracking school processes, teacher/student performance, and financial (budget) data repeatedly to examine whether the interventions/actions are yielding the desired results. Metrics included in the school improvement plan and short-term action plans guide leadership teams with collecting information over the improvement cycle and establishing key milestones⁷. Data from monitoring are used to:

- Examine progress of implementing the actions.
- Determine whether the implementation of the action step is meeting the originally identified needs of the school.
- Adapt action steps to meet the needs of the school.
- Apply learning from the school improvement process to the development or selection of future interventions.

Monitoring Components

There are three monitoring components for examining the progress of the school improvement plan or short-term action plan.

- Assessing the fidelity of implementation of action steps.
- Assessing the impact of the action steps on student performance.
- Assessing how the school utilizes its resources to implement action steps and improve student achievement.

Indicators

Determine what indicators from the SIP or STAP to monitor. Indicators should include resources, particular action steps, and student performance. Additionally, determine the frequency of monitoring for each indicator.

Process:

- Review the success criteria for implementation from the SIP or STAP to identify what implementation data to collect.

⁷ United States Department of Education. (n.d.) [School Improvement: Progress Monitoring](#).

- Review the success criteria for impact on student achievement from the SIP and STAP to identify what performance data to collect. **Districts consolidating local and federal funds** – Review the success criteria to ensure the school meets each federal program's intent and purpose.
- Review the resources, including financial sources from the SIP or STAP. The review helps identify what information is needed to determine if the resources facilitate or hinder implementation of the action steps and/or improve student achievement.
- Identify faculty and staff members that will provide implementation, performance, and/or resource data.
- Identify a location for housing data.
- Establish a schedule for collecting and reviewing data.

Results

Compare the actual implementation of action steps and student performances to the desired quality of implementation and student outcomes. Resources and tools for conducting data analyses are located above in the “Conducting a Needs Assessment” and “Identifying Priorities and Creating SMART Goals” sections.

Process:

- Analyze the above implementation, performance, and resource data.
- Identify areas progressing or improving at the expected rate.
- Identify areas needing improvement.
- Determine how resources were utilized.
- Identify reasons for success and challenges.
- Triangulate implementation, performance, and resource data.
- Consider next steps for actions, programs, resources (e.g., continue with, discontinue, or adjust to improve fidelity of implementation)

Adjustments

Amend the school improvement or short-term action plan based on data analyses from implementation process and student performance, and resource data. Implement revised actions.

Process:

- Use results from the above data analyses to adjust action steps in the school improvement or short-term action plan.
- Determine if new or additional resources are needed.
- Communicate changes to the person responsible and other faculty members.
- Follow the guidelines for developing action steps (see above for the definition, questions, and considerations for action steps).
- Implement new or revised action steps.

Key Points to Remember

Success Criteria for Implementation – What data will the leadership team use to evaluate the progress of implementation of the action step?

Success criteria for implementation are measures used to progress monitor the implementation of an action step. Considering the setting or environment in which the action

is situated may help to determine factors that contribute to successful implementation of an action step.

Success Criteria for Impact on Student Achievement – What data will the leadership team use to evaluate the impact of the action step on student performance?

Success criteria for impact on student achievement are measures used to determine the effectiveness and impact of an action step on improving student achievement.



[Leadership Team Review Process Guide](#)

School Leadership/School Improvement Monitoring Calendar Example

| School Leadership Team Data Presentation Calendar | | | | | |
|---|---|--|--|--|--|
| Indicators | | Evidence and Artifacts | | | |
| Action Step #1: Provide training in August and September on how to write effective formative assessment questions in order to gather information that informs differentiated instruction. | | Implementation: Agendas, Sign-In Sheets Effectiveness: PL Evaluation Results, Analysis of Quality of Assessment Questions | | | |
| Action Step #2: Provide monthly (Sept. through Jan.) training to instructional staff on differentiated instructional strategies to include high-leverage practices for teaching EL students. | | Implementation: Agendas, Sign-In Sheets, PL Evaluation Results Effectiveness: PL Evaluation Results, Classroom Observations | | | |
| | August | September | October | November | December |
| 1 st Monthly Meeting | <ul style="list-style-type: none"> Formative assessment questions (quantity and quality) | <ul style="list-style-type: none"> Formative assessment questions (quantity and quality) Student results | <ul style="list-style-type: none"> DI strategies Formative assessment questions Student results | <ul style="list-style-type: none"> DI strategies Formative assessment questions Student results | <ul style="list-style-type: none"> DI strategies Formative assessment questions Student results |

Tool 10: School Leadership Team Data Presentation Calendar

| Indicators | | Evidence and Artifacts | | | |
|---------------------------------|--------|------------------------|---------|----------|----------|
| | | | | | |
| | August | September | October | November | December |
| 1 st Monthly Meeting | | | | | |
| 2 nd Monthly Meeting | | | | | |

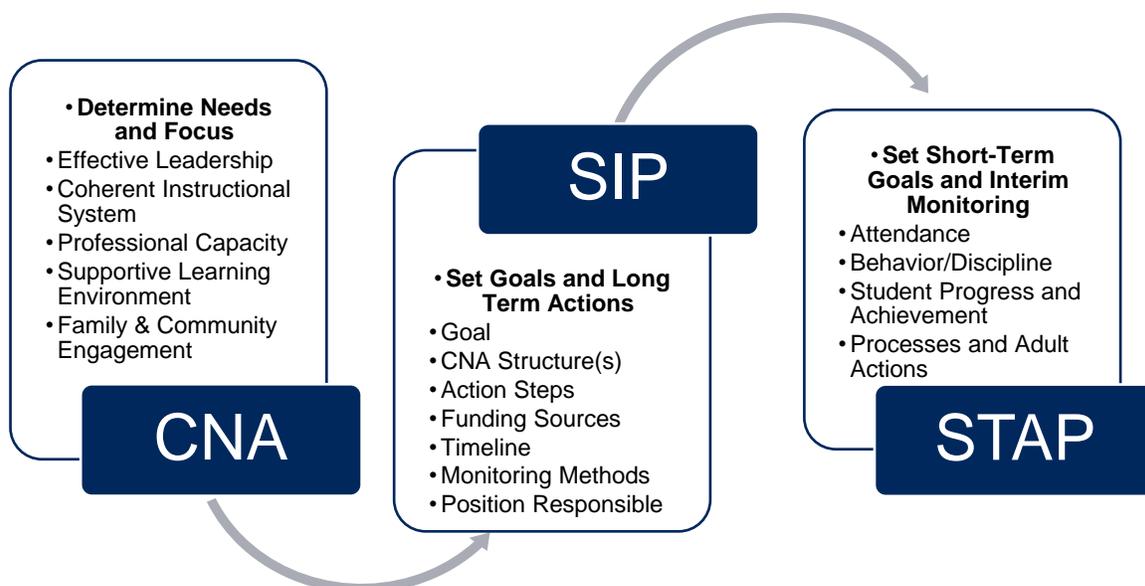
Step 3b: Create short-term action plans (STAPs) to implement and monitor the school improvement plan.

A short-term action plan describes the way a school will meet its SIP goal(s) or objectives through detailed, interim action steps that describe how and when these steps will be implemented.⁸

Short-Term Action Planning (*required for federally identified schools*)

- Comprehensive Support and Improvement (CSI) schools shall create a short-term action plan.
- Targeted Support and Improvement (TSI) and Promise schools are not required to create, implement, and monitor STAPs.
- Districts (i.e., principal supervisor) shall participate in school STAP monitorings.
- Continuous Improvement Teams (CIT) monitor the implementation of the STAP during CIT formal meetings.

Short-Term Action Plan Cycle⁹



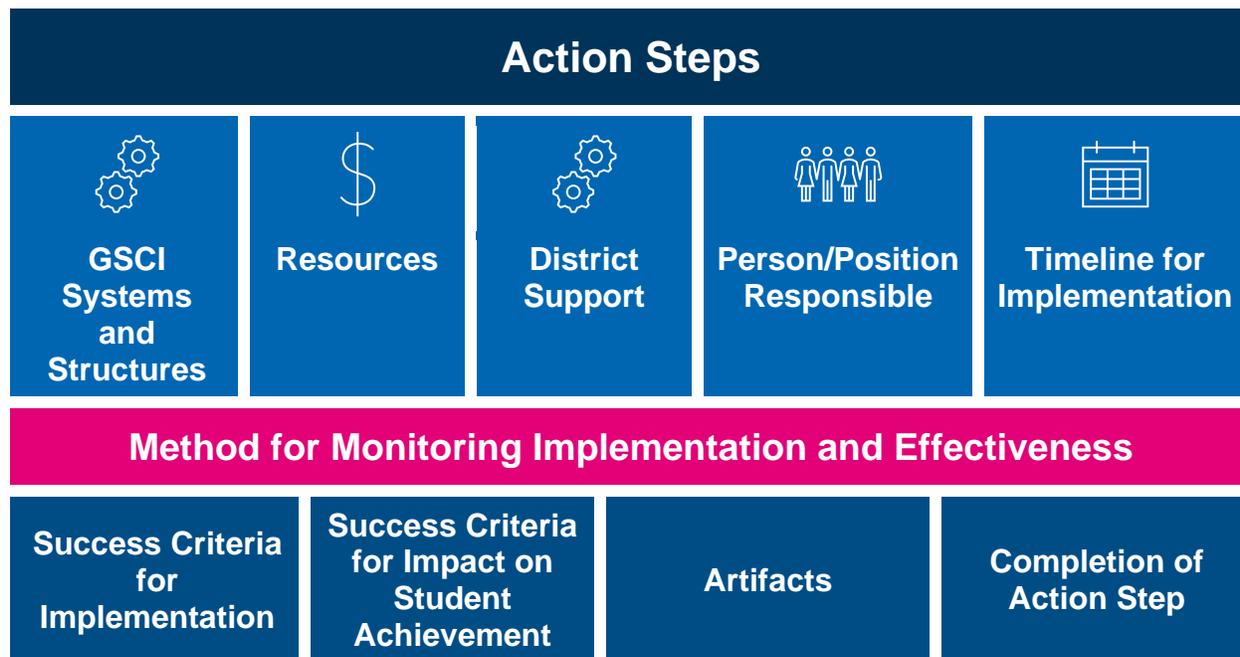
Guiding Questions

- Will the action steps ensure that the SIP goal is accomplished effectively?
- Will the action steps clearly describe what teachers and leaders are expected to do?
- Do teachers and leaders know what to do and how to do it? Do they have the skills and willingness to meet expectations?
- Is evidence of progress specified?

⁸ Center for Community Health and Development. (2017). [Chapter 8, section 5: Develop an action plan](#). Lawrence, KS: University of Kansas.

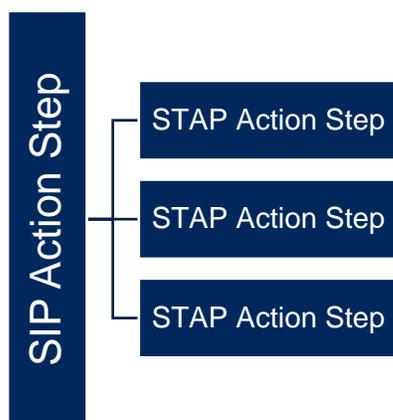
⁹ Metro RESA. (2017, September). *Effective leadership teams and short-term action planning* [PowerPoint presentation]. School District Effectiveness Fall Summit, Macon, GA.

Short-Term Action Plan (STAP) Components



Definitions

Action Steps – *How will the school ensure each SIP action step is effectively implemented?*
 STAP action steps are specific activities that will be implemented to reach a SIP goal. More specifically, STAP action steps break down a SIP action step into a series of smaller activities.



Each STAP action step should be associated with a SIP action step and include:

- Specific activities for implementation
- GSCI system and structure
- Resources
- District support needs
- Responsible person
- Timeline
- Criteria for measuring fidelity of implementation
- Criteria for measuring student impact
- Artifacts
- Completion status

Guiding questions and considerations:

- What specific STAP action steps will the school implement to address the identified SIP action step?

District Support – *What support, if any, will the district provide to implement an action step?*
District support is assistance needed to address challenges or barriers to implementing an action step.

Guiding questions:

- What district leader can support the action step by addressing challenges or barriers?

GSCI Systems and Structures – *What system of Georgia’s Systems of Continuous Improvement framework will the action step address?*

Systems comprise the major work of Georgia’s Systems of Continuous Improvement framework that must be in place for sustained improvement in student outcomes. The five systems of the complex school organization are coherent instruction, professional capacity, supportive learning environment, family and community engagement, and effective leadership. Structures are the underpinnings of the above systems to improve educational programs. There are 22 structures that support the aforementioned five systems.

Guiding questions and considerations:

- Does the action step align with Georgia’s Systems of Continuous Improvement and the structures associated with the selected system?
- Consider how the action step impacts each of the five systems of Georgia’s Systems of Continuous Improvement framework.



[Georgia’s Systems of Continuous Improvement Systems, Structures, and School Improvement Process](#)

Method for Monitoring Implementation and Effectiveness – *See the following components for monitoring a STAP.*

Short-Term Action Plan (STAP) Components for Monitoring

Artifacts – *What artifact will show evidence of the completion of an action step?*

Artifacts are objects that provide evidence of completion of an action step. Artifacts may include, but are not limited to documents (e.g., sign-in sheets, agendas, presentations, plans, etc.), data reports, or observation notes.

Completion of Action Step – *What date did the school complete the action step?*

Completion of the action step is the date the person responsible executes the action.

Success Criteria for Implementation – *What data will the leadership team use to evaluate the progress of implementation of the action step?*

Success criteria for implementation are measures used to monitor the progress towards completion of an action step.

Success Criteria for Impact on Student Achievement – *What data will the leadership team use to evaluate the impact of the action step on student performance?*

Success criteria for impact on student achievement are measures used to determine the effectiveness and impact of an action step on improving student performance.

Person/ Responsible – *Who will ensure the STAP action step is implemented?*

The person responsible is the individual who will lead each action step. Schools may use a position title in lieu of a person's name.

Guiding question:

- *Who has the capacity to lead the work being implemented?*
- *Does the identified person have the time available to monitor the implementation of the work? If not, what adjustments will be made to the workload?*
- *Does the identified person have the correct leadership role to supervise the implementation process?*
- *Is the same person being assigned too many action steps?*

Resources – *What resources are needed to implement the action step?*

Resources are critical tools needed to implement the action step and improvement plan. Examples of resources include, but are not limited to money, faculty and staff, technology, equipment, supplies, facilities, or professional learning.

Guiding questions:

- *Are the resources available and feasible?*
- *Will the resources enable the person(s) responsible to implement the action with fidelity?*

Timeline for Implementation – *What is the timeline for each action step?*

Timeline identifies when each action step will begin and the target date for completion.

Guiding questions:

- *Are the timelines specific, reasonable, and incremental?*
- *Will the established timelines and methods of monitoring provide data to drive decisions for next steps?*

Short-Term Action Plan Example

*Took Action Step Number 1 from SIP and broke it down into specific steps for implementation.
 PL – Professional Learning

Action Step 1 – School Improvement Plan (Consolidation of Funds Example)

| Action Step | Person/Position Responsible | Timeline of Implementation | Evidence and Artifacts | Intent and Purpose | Progress Monitoring | Funding Source |
|---|------------------------------|---------------------------------------|---|--|---------------------|----------------|
| Provide training in August and September on how to write effective formative assessment questions in order to gather information that informs differentiated instruction. | Name John Smith | Start Date August 18, 2021 | Implementation: Agendas, Sign-In Sheets Effectiveness: PL Evaluation Results, Analysis of Quality of Assessment Questions | Title IA, SIG, IIA, IVA (WR): Teacher PD | Quarterly | CoF |
| | Position Assistant Principal | Date Fully Implemented Sept. 16, 2021 | | | | |

Short-Term Action Plan

| | |
|-----------------|---|
| SIP Goal | Implement differentiated instruction to increase the percentage of students scoring at proficient learner or above on the English Language Arts GA Milestones from 60% to 65% by the end of the 2021-2022 school year. |
|-----------------|---|

Details of Work the School Staff Will Engage In

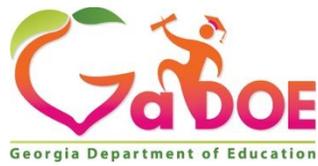
| Action Step Number | GSCI Systems and Structures What systems and structures are this action step a part of? | School Action Steps What action steps will the school team implement to meet this goal? | Resources What resources are needed to implement the action step? | District Support What support, if any, will the district be providing to implement this action step? | Timeline What is the intended date of completion of this action step? | Position(s) Responsible Who is responsible for monitoring the implementation of this action step? | Success Criteria for Implementation What data will be used to evaluate the progress of implementation of this action step? | Success Criteria for Impact on Student Achievement What data will be used to evaluate the impact of this action step on student performance? | Artifacts What artifacts will show evidence of the completion of this action step? | Completion of Action Step What is the date that the school completed this action step? |
|--------------------|--|--|--|---|--|--|---|---|---|---|
| 1 | PC-2 | Develop PL plan for formative assessment training with Assessment Institute (outside consultant) | Calendar, roster of participants, PL course materials | Funding for PL consultant, district contracts | July 23 | John Smith- Assistant Principal | Completed PL Plan with PL Date Scheduled, contracts signed, PL Materials copied and prepared for distribution | NA | PL Plan, Signed Contracts, and PL Materials | |

| Action Step Number | GSCI Systems and Structures | School Action Steps | Resources | District Support | Timeline | Position(s) Responsible | Success Criteria for Implementation | Success Criteria for Impact on Student Achievement | Artifacts | Completion of Action Step |
|--------------------|-----------------------------|--|--|------------------|--|---|---|--|--|---------------------------|
| 2 | PC-2 | Provide Training #1 on developing quality formative assessment questions to all ELA faculty | Course Materials | NA | August 18 | John Smith- Assistant Principal | 100% of participants received training as demonstrated by Sign-in Sheets and Feedback Survey of participants | NA | Sign-in Sheets, completed course materials | |
| 3 | CI-3 | Provide Follow-up coaching during Collaborative Planning to ensure formative assessments are in daily lesson plans | Lesson Plans, CP minutes, formative assessment activities | NA | Beginning August 19 th and continuing weekly | John Smith- Assistant Principal and Mary Jones- ELA Instructional Coach | 100% of ELA CP sessions are given follow-up coaching as demonstrated by completed Lesson Plans with formative assessments | NA | Lesson Plans, CP minutes, Formative assessment classroom data | |
| 4 | CI-2 | Create Classroom Observation schedule with feedback form to ensure formative assessments are consistently given daily and are effective in gauging student mastery and understanding | Calendar with scheduled observations, Master Schedule, Observation (Feedback) Form | NA | Forms & schedules created by August 19 th Observations weekly | Jon Smith- Assistant Principal | 80% of ELA classrooms are observed and feedback given on a weekly basis | 100% of students are given a daily ELA formative assessment to gauge understanding | Observation forms completed, formative assessment data by teacher, spreadsheet showing overall implementation and level of effectiveness across classrooms | |

| Action Step Number | GSCI Systems and Structures | School Action Steps | Resources | District Support | Timeline | Position(s) Responsible | Success Criteria for Implementation | Success Criteria for Impact on Student Achievement | Artifacts | Completion of Action Step |
|--------------------|-----------------------------|--|--|------------------|--|---|---|---|---|---------------------------|
| 5 | PC-2 | Provide PL training No 2 on how to use data from FA to group students for differentiation | Course Materials | NA | September 2 nd | John Smith- Assistant Principal | 100% of participants received training as demonstrated by Sign-in Sheets and Feedback Survey of participants | NA | Sign-in Sheets, completed course materials | |
| 6 | CI-3 | Provide Follow-up coaching during Collaborative Planning to ensure formative assessment data is being analyzed and used to group students for differentiated instruction | Lesson Plans, CP minutes, formative assessment data, differentiated student groups | NA | Beginning September 3 rd and continuing weekly | John Smith- Assistant Principal and Mary Jones- ELA Instructional Coach | 100% of ELA CP sessions are given follow-up coaching as demonstrated by completed Lesson Plans with differentiated student groups | NA | Lesson Plans, CP minutes, Differentiated student groups | |
| 7 | CI-2 | Continue Classroom Observation schedule with feedback form to check for student differentiated groups | Calendar with scheduled observations, Master Schedule, Observation/Feedback Form | NA | Forms & schedules created by September 3 rd Observations weekly | Jon Smith- Assistant Principal | 80% of ELA classrooms are observed and feedback given on a weekly basis | 100% of ELA classrooms are using FA data to create student groups for differentiation | Completed observation forms, formative assessment data-teacher, spreadsheet showing implementation and level of effectiveness across classrooms | |

Tool 11: Short-Term Action Plan Template

| School Name | | | | | | | | | | |
|---|--|--|--|---|--|--|---|---|---|---|
| District Name | | | | | | | | | | |
| SIP Goal | | | | | | | | | | |
| Details of Work the School Staff Will Engage In | | | | | | | | | | |
| Action Step Number | GSCI Systems and Structures What systems and structures are this action step a part of? | School Action Steps What action steps will the school team implement to meet this goal? | Resources What resources are needed to implement the action step? | District Support What support, if any, will the district be providing to implement this action step? | Timeline What is the intended date of completion of this action step? | Position(s) Responsible Who is responsible for monitoring the implementation of this action step? | Success Criteria for Implementation What data will be used to evaluate the progress of implementation of this action step? | Success Criteria for Impact on Student Achievement What data will be used to evaluate the impact of this action step on student performance? | Artifacts What artifacts will show evidence of the completion of this action step? | Completion of Action Step What is the date that the school completed this action step? |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
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| 10 | | | | | | | | | | |



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