



OVERVIEW

MODULE 4 SCHOOL IMPROVEMENT PLANNING CYCLE & NEEDS ASSESSMENT

Objectives:

1. Define needs assessment
2. Recognize the steps of effective planning
3. Describe the needs assessment process
4. Identify sources of existing data
5. Recognize when it is important to gather additional data
6. Participate in hands-on data analysis

Objective	Minutes	Content	Presentation Strategies
	7	1. Welcome Participants Back, Objectives, Ground Rules, Agenda Overview	Present
	15	2. Opening Activity Mini focus group/ reconnect activity - What was the skill gained in the last training that has been most useful. What do you need to be an effective team member? Each group prioritize and come up with three most helpful strategies gained from the first round of training. List three things you still need to be an effective team member.	Small group activity
1 & 3	20	3. The Needs Assessment Process Gathering information, charting progress, writing priority needs statements, and incorporating results into action plans. Steps in the needs assessment process	Present
2	20	4. Planning Cycle and Purpose	Lecturette
3 & 4	15	5. Categories of Analysis	Large group activity
4 & 5	10	6. Methods of Gathering Data Hard data Stakeholder survey results Interviews Focus Groups What other methods have you used?	Lecturette Large Group Brainstorm
3, 4, 5 & 6	30	7. Data Analysis Demonstration & Activity Using sample school data Present to large group.	Small Group Activity
	5	8. Closing	Present

Trainer Agenda
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Time	Who	Trainer Activities/Content	Participant Activities	Handouts/ Media
5 min.		1. Welcome Participants Back Ask participants to share a success story since you last met. Note: If participants have brought scenarios concerning roles of their SAC, facilitate a discussion utilizing the scenarios.	Listen & Share	
2 min.		Objectives Review Module objectives, Transparency 1, Handout 1.	Listen	<i>Transparency 1, Handout 1</i>
15 min.		2. Opening Activity Mini focus group/ reconnect activity - What was the skill gained in the last training that has been most useful. What do you need to be an effective team member? Each group prioritize and come up with three most helpful strategies gained from the first round of training. List three things you still need to be an effective team member.	Small group activity	<i>Chart Paper & Markers</i>
20 min.		3. The Needs Assessment Process Review Transparencies 2-6, Handout 2 & 3. Determine strengths, identify unmet needs, establish priorities and make recommendations. Discuss the Needs Assessment Process flowchart (Transparency 5). Bring out the fact that there are some preliminary steps which are important, such as to determine present status of goals, and to determine what data is needed and gather that data.	Listen	<i>Transparencies 2-6, Handout 2 & 3</i>

<p>20 min.</p>	<p>4. Planning Cycle & Purpose</p> <p>Say to the group: “Think about an improvement you have made in your home. Would someone share theirs? What caused you to do the improvement? What happened after you did that activity? (Encourage discussion - conversation.)</p> <p>Often our home improvements occur on the heels of a crisis or catastrophe. Water leaks are often a culprit. Once we take care of the crisis, we notice other things that need to be changed.</p> <p>How more satisfying when home improvements are done as a part a systematic plan, budgeted for, and each activity adds to fulfilling an overall vision of our total home improvement goal. Over time, our Continuous Quality School Improvement Planning can look more like this kind of home improvement rather than reacting to a crisis.</p> <p>Continuous quality improvement activities can help you find ways for the school to better serve the learning needs for success of all of the students. There are many ways to go about school improvement planning. It can be helpful to use a PDSA cycle of planning. (Share Transparency 7.) Planning what needs to happen, Doing what you planned, Studying what you’ve done, and Acting on what you’ve learned to make refinements or adjustments and to begin again with planning.</p> <p>What stage are you in?</p> <p>Unfortunately, in the past, many changes in schools came about when we planned, and didn’t follow through on our plans or we did follow through and didn’t check to see what difference we made to student success. We have done a lot of Plan-Do cycles and haven’t known what difference we make.</p>	<p>Discuss</p>	<p><i>Transparency 7</i></p>
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<p>20 min.</p>	<p>Short term planning helps us move through the short cycles while long term planning provides us with the capacity to link the short cycles together for major change. Setting a timeline for school improvement is like building a bike while we are riding it. Your current plan will be implemented and assessed while you are determining what needs to be written into a “new” plan, which may actually be a revision, refinement, or extension of the current plan.</p> <p>Refer to Transparency 8, Handout 4, the sample School Improvement Calendar. Lead a discussion of how planning (plan, act), implementation (do, study), and SAC functioning related to the sample calendar. Identify the phases. (Be sure to point out that this is only a sample calendar, and district calendars vary considerably.)</p> <p>Just as your school plan evolves each year to better address what is necessary to support student performance, Florida’s System of School Improvement and Accountability is an example of applying ongoing continuous quality improvement cycles over time. Handout 5 (Transparency 9) “Continuous Quality Improvement” shows the evolution of the school reform initiative in Florida. Note the components we discussed in Module 1.”</p> <p>5. Categories of Analysis</p> <p>Review the categories of analysis on Handout 6, Transparency 10, such as attendance, discipline referrals, budget, etc. Some of the categories are objective, “hard,” data and some are perceptual, “soft,” data.</p> <p>Ask for volunteers to take a sign on which one of the categories is printed. Tell them to stand in one side if their category is “hard” data, and the opposite side if their category is “soft” data. When they have sorted themselves see if there is agreement within the large group as to where each category falls, and lead a discussion of hard and soft data sources.</p>	<p>Review Handout 4</p> <p>Reflect Discuss</p> <p>Large group activity</p>	<p><i>Handouts 4, Transparency 8</i></p> <p><i>Continuous Quality Improvement, Handout 5, Transparency 9</i></p> <p><i>Pre-printed signs - one for each category on Transparency10</i></p>
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10 min.	<p>6. Methods of Gathering Data Cite examples: Hard data Stakeholder surveys Interviews Focus Groups What other methods have you been involved in or used? If time permits discuss the characteristics, or advantages and disadvantages, of some of these methods.</p>		
30 min.	<p>7. Data Analysis Demonstration & Activity Using school-based sample student performance data, Handout 7, Transparencies 11-13, explain how these disaggregated achievement reports are interpreted. Demonstrate what table groups are to do with their student performance data (Each group will focus on one set of data - elementary, middle or high school).</p> <p>Use Transparency 14, Handout 8, Quick and Dirty Data Search. As small groups look at the data, they will list the pluses (strengths it reveals), minuses (areas indicating needed improvement), and what's interesting about the data. As they work on this have them list questions, comments and implications that surface. Follow with some reflection time. Ask them to think about where the gaps in information lie. What additional information is needed to more fully understand the data? What are some of the questions you were led to ask? Share and discuss determinations made by the groups.</p> <p>Use Handout 9, Transparency 15 to identify gaps between current results and desired results. This will lead to a SAC decision about priority needs that will be addressed in the school improvement plan. Person with the red dot under their chair is the table facilitator. Report to large group.</p>	<p>Listen</p> <p>Small Group Activity</p> <p>Present, discuss</p> <p>Small group activity</p> <p>Report</p>	<p><i>Handout 7-9 & Transparencies 11-16</i></p> <p><i>Chart Stand & Markers</i></p>

5 min.	<p>Remind participants that there are other types of data that may be utilized, especially for exceptional education centers where many students may not take tests administered to other students.</p> <p>8. Summary Summarize the module activities. Thank the group for participating.</p>	Listen	
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