

SCHOOL ADVISORY COUNCIL TRAINING

MODULE 5

DEVELOPING AND COMMUNICATING THE SCHOOL IMPROVEMENT PLAN

Objectives:

1. Define the purpose of a school improvement plan.
2. Recognize the steps of effective planning.
3. Write measurable objectives for school improvement.
4. Examine adequate progress and evaluation strategies for school improvement planning.
5. Demonstrate effective planning for strategy implementation.
6. Examine ways to communicate the school improvement plan with the school community.

A SCHOOL IMPROVEMENT PLAN MUST . . .

- Address the eight state goals of education.
- Address the state student performance standards.
- Include such other items as specified by the local school board.

The following are no longer requirements in statute as of July 1, 1997; however, they may be required by the local school board:

- Be based on a needs assessment.
- Include individual school goals. (These should be directly related to the eight state goals and should include goals specified by the local school board.)
- Identify indicators of student progress. (These are the targets at which your school is aiming.)
- Identify strategies for reaching goals. (What new strategies, policies and practices will be used to reach the state and local goals?)

Include evaluation procedures, including adequate measurement of individual student performance. (These include mid-course checks to assess adequate progress as well as initial and final evaluation methods.)

S.M.A.R.T. OBJECTIVES

Specific

Measurable

Attainable

Realistic

Time-Bound

S.M.A.R.T. OBJECTIVES

- **Specific:** What exactly is supposed to happen to whom?
- **Measurable:** How will we know it has happened?
- **Attainable:** Could this happen here?
- **Realistic:** Is it possible to make it happen?
- **Time – bound:** When will it happen?

IS THE OBJECTIVE S.M.A.R.T. ? ?

YES OR NO

- _____1. Reduce dropout rates of all students of all racial and ethnic groups.

- _____2. Significantly increase the participation of minority students within the gifted program.

- _____3. By the end of _____ school year, reduce the dropout rate of Hispanic females from 25% to less than 20%.

- _____4. Performance level of 8th graders will increase by 10%.

- _____5. By June _____, performance level of 8th graders as measured by district norm-referenced test will be 80% or more above 50th percentile in reading comprehension.

- _____6. By spring _____, FCAT Writing administration, 80% of 10th graders will score “3” or above.

S.M.A.R.T. OBJECTIVES

- Not as hard to write as they look
- Take time to do well
- Will pay off in the long run
- Will move us closer to our goals

ADEQUATE PROGRESS

A school improvement plan should include adequate progress statements on at least two levels:

- 1) for each goal, and
- 2) for the entire plan.

Many districts are using the three-tiered approach:

- Tier 1) for each objective,
- Tier 2) for each goal, and
- Tier 3) for the entire plan.

An adequate progress statement may be written like a measurable objective (Tier 1).

An adequate progress statement for a goal may be written as follows: “Adequate progress for this goal will be achieved if 2 out of the 3 objectives are met.” An adequate progress statement for the entire school improvement Plan might be written: “Adequate progress for this school improvement plan will be achieved if 3 of the 4 goals are achieved.”

There are other appropriate ways to write adequate progress statements. The important thing is to make them measurable and challenging.

The new school recognition program passed by the 1997 legislative session includes “challenging school improvement plan” as one of the criteria for a school receiving an award.

EVALUATING A SCHOOL IMPROVEMENT PLAN

Evaluation of the school improvement plan should occur in three phases.

The **first evaluation** should take place after the plan has been written, but, before it has been implemented. It should focus on these questions:

- Does the plan address all the requirements of the legislation?
- Were all of the steps in the planning process completed?
- Does the plan address high priority needs?
- Does the plan represent an attempt to significantly improve the performance of the school's students?

This initial evaluation can be done by members of the school advisory council; however, it is a good idea to include as evaluators people who were not involved in writing the plan.

The **second evaluation**, which occurs as the plan is being implemented, should focus on the following:

- Are the action plan activities being accomplished as planned?
- Are the action plan timelines set by the SAC being met?

Dates for this phase should be set in advance for checking the progress of the plan.

The **third evaluation**, which occurs after the plan has been fully implemented, should focus on the following:

- Was the plan effective?
- Were unmet needs identified for inclusion in the next school improvement plan?