



OVERVIEW

MODULE 5 DEVELOPING AND COMMUNICATING THE SCHOOL IMPROVEMENT PLAN

Objectives:

1. Describe models of the school improvement process
2. Describe the steps of effective planning
3. Write measurable objectives for school improvement plans
4. Examine adequate progress and evaluations 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

Objective	Minutes	Content	Presentation Strategies
	2	1. Objectives	Present
1	5	2. The School Improvement Planning Process	Lecturette
2	5	3. Considerations in Responding to Identified Needs Waivers	Lecturette
2	30	4. Components of the School Improvement Plan Carousel activity Present state requirements and discuss various options for plan components	Carousel Brainstorm Discussion
3	30	5. Measurable Objectives SMART Method Practice	Lecturette Activity
4	5	6. Adequate Progress	Lecturette
1,2 & 5	15	7. Putting it All Together Action Plan	Activity
4	10	8. Evaluating a School Improvement Plan Share first, second & third evaluation	Lecturette
5 & 6	15	9. Identifying Potential Resources & Communicating the SIP Activity to connect human and material resources to identified needs	Activity
	5	10. Closing	Present

Trainer Agenda
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Time	Who	Trainer Activities/Content	Participant Activities	Handouts/ Media
2 min.		1. Objectives Review module objectives.	Listen	<i>Transparency 1, Handout 1</i>
5 min.		2. The School Improvement Planning Process Review the role of the plan in addressing needs identified by stakeholders, as discussed in Module 4. Stress the importance of maintaining the integrity of the plan to address meaningful outcomes for students. Share “Models of How SACs Operate” Handout 2 and discuss.	Listen Discuss	 <i>Handout 2</i>
5 min.		3. Considerations in Responding to Identified Needs Waivers: Share the fact that schools have the flexibility to waive many statutes. If there is any statute that gets in the way of innovations that would raise student achievement, a waiver request should be considered. Waiver requests of State Board Rule or Florida School Laws must be submitted to the school board for approval, then sent to the Department of Education.	Listen	

30 min.		<p>4. Components of the School Improvement Plan Introduce Carousel Brainstorm - Assign groups to charts, each group with one of the following questions. Ask them to respond with as many ideas as possible. Then move to the next chart and add to it. Continue until they are back where they began. Questions:</p> <ol style="list-style-type: none"> 1. How does a SAC team member ensure that needs assessment data is incorporated in the plan? 2. Why is it important for the team to do a self-analysis on their effectiveness as a team? (Refer to Team Effectiveness Critique - Module 3, Handout 12) 3. What would help you stay motivated to remain an active member of your SAC? 4. List the components of a school improvement plan. <p>Participants discuss 1 or 2 key items on their charts, or items different from the ones already mentioned.</p> <p>Present Handout 3, statutory requirements of a SIP. Discuss other components participants have listed. Discuss the importance of an action plan and identifying resources, person responsible and timeline. Look at a sample school improvement plan format (provide copies).</p>	<p>Carousel brainstorm in four groups</p> <p>Discuss</p> <p>Listen</p>	<p><i>Charts (See Trainer Resource Kit)</i></p> <p><i>Handout 3 Sample SI plan format</i></p>
30 min.		<p>5. Writing Measurable Objectives Introduce SMART method of objective writing. Transparencies 2-7, Handouts 4-7. Critique the objectives in Handout 6 and transparencies 5 & 6 in small groups, then the whole group together. <i>Answer Key for Handout 6:</i></p> <ol style="list-style-type: none"> 1. <i>No, this objective is not specific, measurable or time-bound</i> 2. <i>No, exact percentage of increase is not specified, and no date is given by which the increase is to be achieved (not specific, measurable, or time-bound).</i> 3. <i>Yes.</i> 4. <i>No, not time-bound and no specific area of performance is mentioned.</i> 5. <i>Yes</i> 6. <i>Yes</i> 	<p>Listen</p> <p>Activity</p>	<p><i>Transparencies 2-7 Handouts 4-7 Module 3 Handout 13</i></p>

		<p>Each group practices writing several objectives using the SMART method. Then exchange objectives with another group and critique each other's work. To start things off, here is a sample needs statement for which to write an objective: "The school wants more parents involved in the SAC." Groups may also draw from the Disaggregated Achievement Reports in Module 3 (Module 3, Handout 13). Remind them that as they gather data, not all issues must be addressed in the school improvement plan.</p>		
5 min.		<p>6. Adequate Progress Explain that 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." Be sure to mention that there are other appropriate ways to write adequate progress statements. The important thing is to make them <u>measurable</u> and <u>challenging</u>. 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.</p> <p>Review the State criteria for adequate progress for Goal 3. (Handout 7a)</p>	Listen	<i>Handout 7a</i>
15 min.		<p>7. Putting it All Together Share the sample action plan format, Transparency 8, Handout 8. After you've completed the needs assessment and obtained stakeholder input to establish priorities, say that you are ready to put it all together in an action plan that will become the heart of the school improvement plan. This is only one example.</p>	Listen Participate – whole or small group	<i>Transparency 8, Handout 8</i>

