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ABSTRACT

School improvement is a complex, multifaceted process requiring continuous planning, implementation, and monitoring over a sustained period. This skills packet provides schools with an awareness of the school-improvement process and serves as a resource to plan for school improvement. Schools are strongly encouraged to participate in a series of intensive training opportunities with planned follow-up to implement the school improvement process most appropriately. This document recommends the use of the Effective Schools Research model developed by Lawrence Lezotte in planning for school improvement. Improvement goals should concentrate on bringing about the correlates of effective schools: clear school mission; high expectations for success; strong, consistent instructional leadership; a safe and orderly environment; frequent monitoring of student progress; opportunity to learn and student time on task; and home-school relations. Handouts and transparencies are provided for training purposes. Eleven structured activities are grouped under five major sections: (1) forming the team; (2) conducting needs assessment; (3) developing a vision and mission statement; (4) setting goals; and (5) basing the plan on research. The time required, purpose, and content of each activity is specified. (DFR)

Planning for School Improvement

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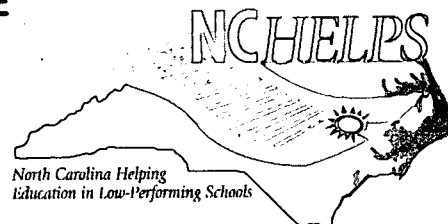
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Planning for School Improvement



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Implementation Suggestions

Implementation Suggestions

What skill level does a trainer need to deliver this skill packet?

Trainers delivering this skill packet, *Planning for School Improvement*, need moderate to high trainer skills. Some of the activities require the ability to read a group and adapt activities based on the group's reactions to an activity. Other activities require trainers to be comfortable with processing (i.e., synthesizing, analyzing) the outcomes with participants.

How can a trainer prepare to deliver this skill packet?

To prepare to deliver this skill packet, a trainer should read and become thoroughly familiar with any materials participants are expected to read as part of activities and the documents listed in the bibliography at the end of the skill packet.

Additionally, the trainer should review any activities being used in the skill packet to make sure that she/he is thoroughly familiar with the "flow" of the parts of the activity and comfortable with leading participants through the activity.

Next, a trainer should prepare handouts and transparencies to be used in the skill packet.

Finally, a trainer should prepare the training room, taking care to provide participants with as many creature comforts as possible.

What tips are there for working with adults?

The following statements about adults as learners are taken from the article by Fred H. Wood and Steven R. Thompson, "Assumptions about Staff Development Based on Research and Best Practice."

Adult Learner Characteristics	Staff Development Implications
Adults will commit to learning when the goals and objectives are considered realistic and important to them.	Staff Development should address areas that educators believe are important and have immediate application in the "real world."
Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.	Staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.
Adult learning is ego involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self.	Staff development should be structured to provide support from peers and reduce the fear of judgment during learning.
Adults need to see the results of their efforts and have feedback on how well they are doing.	Staff development should provide opportunities for educators to try out what they are learning and receive structured, helpful feedback.

Adult Learner Characteristics	Staff Development Implications
Adults are much more concrete in the way they operate than formerly thought.	Educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.
Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation.	Staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.
Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies.	Staff development must accommodate this diversity in terms of needs, knowledge, readiness to learn, etc.
Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence.	Staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.
Because the transfer of learning is not automatic for adults, it must be planned for and facilitated.	Coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

What are some training tips?

- Select the most comfortable site for training with comfortable chairs, tables, good lighting, adjustable heat or air conditioning, adjacent rest rooms, etc.
- Use the best audio-visual equipment that is available.
- Have music available to use before the session, during breaks, at lunch, etc.
- Have a roll sheet for participants to sign in each day.
- Have participants make name tags.
- Have individually wrapped pieces of candy on each table for snacking.
- Place materials in folders.
- Have as many activities as possible posted on walls prior to the start of the session in which they will be used.
- Have a bell or “popper” to use as a signal during activities.
- Have supplementary materials on display for review by participants.
- Have extra materials and business cards available for participants to take as they wish.
- Start each new session with a warm up activity.
- Start on time; finish on time; take breaks as indicated.
- Keep pace appropriate to activities. Do not pressure, but do not lag.

- Keep atmosphere friendly, helpful, open, and humorous.
- Re-group table groups occasionally so that participants meet new people.
- Do energizers from time to time as energy lags—just before lunch, after lunch, in the afternoon after a day-long session. For example, dance the “hokey-pokey”; do sit-down exercises; do deep breathing exercises.
- Observe constantly to gauge the level of participants’ involvement. Try to involve everyone in discussion by having various tasks for table group participants to perform (e.g., reporter, recorder, time keeper facilitator).

How should this skill packet be delivered?

For an in-depth coverage of the information in this skill packet, trainers should deliver the activities in brief sessions spread out over a span of time (e.g., several weeks or months).

Also, warm-up activities, supplemental activities, and homework assignments can be added to enrich the basic content of the packet.

Participants may determine that some of the topics covered in the skill packet deserve further study. In their study, they may want to use some of the following types of activities:

- journal clubs,
- study groups,
- structured classroom observations with debriefing sessions,
- structured visitations with debriefing sessions,
- workshops with application in the classroom, and
- development of pacing guides, instructional materials, or curriculum guides.

In summary, for the best effect, the activities in this skill packet should be spread over time with provision for reflection, application, and synthesis built into the delivery schedule.

How should the training room be set up?

The training room should be set up so that all participants are as comfortable as possible and can see and hear everything that they need to participate in the activities. The trainer needs a table for activity sheets, transparencies, materials, and equipment; a refreshment table; a materials display table; and a small table set up near the entrance for agendas, name tags, and roll sheets.

Organization of Materials

Organization of Materials

How are the materials in the skill packet organized?

The activities in the entire skill packet are described in a Packet Overview. Then the activities in this skill packet are arranged sequentially and described on individual activity direction sheets.

How is the Packet Overview to be used?

The Packet Overview gives a trainer a **quick overview** of the entire skill packet. The Packet Overview is laid out in a matrix similar to the one at the top of each activity direction sheet. In this way, a trainer has a ready-reference to the entire skill package:

- the number of each activity,
 - the time needed to carry out all of the activities in each section,
 - the purposes of each section, and
 - the content of each section.
-

How are the activity direction sheets formatted?

Each activity direction sheet is formatted the same way. Centered at the top of the page, the activity number and name are listed. Following the activity number and name is a matrix giving

- the time necessary to carry out the activity,
- the purpose(s) of the activity,
- the setting for the activity (e.g., individual, small group, triads), and
- the materials and equipment needed for the activity.

The remainder of each activity direction sheet is divided into two columns. On the **left side of the page** in bold letters are listed the actions which the trainer should do to carry out the activity. Also listed on the left side are the equipment and materials as they are needed **sequentially** in the activity. On the **right side of the page**, the trainer is given a more complete explanation as to how the activity is to be carried out.

Materials to Prepare Prior to Training

Materials to Prepare Prior to Training

- Activity 1:** Chart stand, chart paper, water color markers, masking tape
- Activity 2:** Chart paper, colored markers, masking tape
- Activity 3:** Chart paper, colored markers, masking tape
Notes – A Guide to School Improvement; Cognitive (graphic) organizers
- Activity 4:** Chart paper, colored markers, masking tape
Notes – Characteristics of Effective Teams; Principles for Effective Teamwork;
How Groups Make Decisions
Transparencies – Consensus Guidelines; What Makes a Good Team?
- Activity 5:** Notes – Stages of Team Development; Warning Signals of Team Trouble?
Good Group Dynamics; Group Characteristics Worksheet; How Groups Make
Decisions
Transparency – Team Development Wheel
- Activity 6:** 5” x 8” index cards
Chart paper; colored markers
Transparencies – Leader’s Range of Decision-Making Options
Open Communication; Blocks to Communication
Notes – Expectations of Team Members; Guidelines for How the Work Will Be
Done
- Activity 7:** See Skills Packet: Needs Assessment
- Activity 8:** 5” x 8” index cards
Chart paper; colored markers; masking tape
Audio/video tape or notes: Dr. Martin Luther King, Jr’s speech, I Have a Dream
Notes – Getting the Vision; District Mission and/or Building Mission
Transparencies – Nature of Visions/Missions
- Activity 9:** Chart paper; colored markers, masking tape, post-it-notes
Transparencies – Components of Mission Statements; Guidelines for Developing
a Mission Statement
Notes – Drafting a Mission Statement
- Activity 10:** Notes – Homework sheets; Develop Improvement Objectives; Test Data
Transparencies – Two Key Concepts; Guidelines for Setting Goals

Activity 11: For each participant: one envelope, two individually wrapped Life Savers candies, one stick of chewing gum, one roll of Smarties candies, one rubber band
Notes – Diagnosis/Interpretation of Organizational Dimensions; Essential Knowledge for Selecting School Improvement
Transparencies – Characteristics of Effective Schools; Basing the Plan on Research; Criteria for Selecting Programs
Chart paper, chart stand, colored markers
Handouts - Indicators of School Effectiveness; Effective Schools Correlates; (Effective Schools Correlates Graphs); Indicators of School Effectiveness Graph

Activity 12: Notes – Action Planning; Determining Strategies and Related Activities
Transparency – Action Plan
Evaluation forms for each participant

Packet Overview

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PACKET OVERVIEW: PLANNING FOR SCHOOL IMPROVEMENT

SECTION		TIME	PURPOSE	CONTENT
1	Forming the Team	5 hours	To provide overview of training; to define characteristics of an effective team and to establish group synergy	Components of School Improvement and the Planning Process Forming the Team Elements of a Good Team Principles for Effective Teamwork
2	Needs Assessments	5 hours	To define needs assessment and to answer questions related to purpose, who should be assessed, ways to conduct assessments and how to use results	Needs Assessment Skill Packet
3	Creating the Vision and the Mission	2 1/2 hours	To understand the importance of having a vision and a mission for school improvement To write effective vision and mission statements	The Nature of Visions The Nature of Missions
4	Setting Goals	70 minutes	To participate in a team activity, explore problem solving techniques and use data to establish school improvement goals	How to determine goals Guidelines for setting goals Criteria to use in setting goals The steps required to determine goals
5	Basing the Plan on Research	70 minutes	To review research related to Effective Schools and to apply local school	Characteristics of Effective Schools
6	Developing an Action Plan	90 minutes	To examine the key elements in developing an action plan To build team rapport To write an action plan	Action Planning Sample School Improvement Plan Evaluations

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Participant Outcomes

At the end of this skill packet, participants will:

- Understand how teams are formed and the essential components of, and activities required for effective teams;
- Be aware of the steps and strategies for conducting a needs assessment;
- Be aware of vision and mission statements and will practice the development of statements;
- Practice using results of a needs assessment in setting school improvement goals;
- Be exposed to the importance of research in the development of school plans;
- Be aware of the essential elements of an action plan and will practice developing one.

Introduction

Introduction

“Districts must stay the course with a plan for school change. Coherence, continuity, and follow through are extremely important. Educators can become cynical with good reason about reform when each year the “new” program of the year is announced. Whatever model or strategy is used to turn around low-performing schools, it must be based on the commitment to stay focused.”

*Tom Payzant
Boston Public Schools Superintendent*

School improvement is a complex, multi-faceted process requiring continuous planning, implementation, and monitoring over a sustained period of time. This skills packet provides schools with an awareness of the school improvement process and is designed to serve as a resource as they plan for school improvement. Schools are strongly encouraged to participate in a series of intensive training opportunities with planned follow-up to implement the school improvement planning process most appropriately.

This document recommends the use of the Effective Schools Research model developed by Lawrence Lezotte in planning for school improvement. Improvement goals should concentrate on bringing about the correlates of effective schools: clear school mission, high expectations for success, strong, consistent instructional leadership, a safe and orderly environment, frequent monitoring of student progress, opportunity to learn and student time on task, and home-school relations.

As the challenge to serve a diversified student population grows, schools are encouraged to reform curricular and instructional practices and policies so that all students may reach their maximal development and be prepared to assume responsible roles in society. We hope this document is useful as schools plan effective solutions for meaningful change and improvement.

MISSION OF THE PUBLIC SCHOOL COMMUNITY

G.S. 115C-105.20 states that the primary goal of the School-Based Management and Accountability Program is improving student performance.

Belief Statement

The General Assembly believes that all children can learn. With this as a guiding mission, the State Board of Education is charged with developing a school-based management and accountability program with improving student performance as the primary goal.

MISSION OF THE PUBLIC SCHOOL COMMUNITY

The mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential.

Guiding Principles

From the mission, several principles were developed to guide the School-Based Management and Accountability Program (the ABCs).

- ▶ The ABCs sets standards for student performance and growth in the basics that are the foundation for further learning and achievement.
- ▶ The accountability system in the ABCs plan is designed to result in improved student performance.
- ▶ Schools and districts are accountable for the education of all students.
- ▶ The ABCs should provide instructional, programmatic, and financial flexibility for schools and school systems that meet standards for performance and growth.
- ▶ The ABCs relies on local schools and school districts to involve all parents, teachers, and community representatives in the planning process and to develop and implement local accountability and program evaluation systems that complement the state ABCs plan.
- ▶ The ABCs recognizes the public's right to know the performance of local schools and school districts. School report cards will include summary data about the status of all schools on indicators in the ABCs. Data is reported to the State Board of Education and made available to parents and the general public.

DEVELOPMENT AND APPROVAL OF SCHOOL IMPROVEMENT PLANS

G.S. 115C-105.27, Development and approval of school improvement plans, requires each school to develop a school improvement plan that takes into consideration the annual performance goals for that school that are set by the State Board of Education under G. S. 115C-105.28.

School Improvement Plans

The school improvement plan should be based on a comprehensive needs assessment and should address a few critical areas of the school, including reading, writing, mathematics, and safe schools. A few goals and objectives will help maintain focus on critical needs and direct resources to these needs.

The school improvement plan must include a plan for the use of **staff development funds**. The funds may be used to address the critical needs and in accordance with G.S. 115C-105.25.

The strategies for improving student achievement may include requests for waivers of state laws, rules, or policies that impede the school's ability to improve student performance. Requests for waivers must meet the requirements of G.S. 115C-105.26.

Certified staff and teacher assistants are included when allotments are sent to LEAs; however, the allotment is different for certified staff and teacher assistants. If a school has teachers and/or teacher assistants paid from local funds, incentive funds must be paid from the same funding source as the salary. **State funds for incentive awards are provided only for state paid certified staff and teacher assistants.** Public law specifies that incentive award funds must be distributed to certified staff and teacher assistants.

Staff Approval of the School Improvement

The principal of the school must present the proposed school improvement plan to all principals, assistant principals, instructional personnel, instruction support personnel, and teacher assistants assigned to the building for their review and vote. The vote must be by secret ballot. The proposed plan must have the approval of a majority of the staff who voted on it. A majority is one more than $\frac{1}{2}$ of the number of staff who voted.

A school staff may amend the school improvement plan at any time.

Changes, however, must follow the same process as the initial school- and district-level approvals.

**Action by the
Local Board of
Education**

The local board of education shall accept or reject the school improvement plan. The local board cannot make any changes in a school improvement plan that it accepts. If the local board of education rejects the school improvement plan, then

- ▶ it must state specifically why the plan was rejected, and
- ▶ the school improvement team may prepare another plan, present it to the school staff for approval, and then submit it to the local board of education to accept or reject it.

**SUGGESTED ISSUES FOR THE LOCAL BOARD OF
EDUCATION TO CONSIDER**

- ▶ A local board of education should accept responsibility for providing a forum for the school's staff to report progress and goals.
- ▶ A local board of education must lead by establishing a visionary statement and by setting goals that stretch the abilities of the school's staff.
- ▶ A local board of education should accept a coordinating role that focuses on results rather than on process.

**Resolution of
Disagreements**

If no school improvement plan is accepted by the local board of education within 60 days after its initial submission, the school or the local board may ask to use the process to resolve disagreements that is recommended in the guidelines adopted by the State Board of Education under G.S. 115C-105.20(b)(5).

- ▶ If a request is made, both the school and the local board must participate in the process to resolve disputes.
 - ▶ If there are no requests to use this process, then the local board of education may develop a school improvement plan for the school.
-

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**Process to
Resolve
Disagreements**

When the local board of education does not accept a school's improvement plan within 60 days of its initial submission, the local board or the school may request the State Board of Education to mediate the disagreement. The following guidelines will apply:

- ▶ The principal of the school or the local board of education must submit a request for mediation to the Office of Instructional and Accountability Services.
- ▶ The request must include a summary of the disputed issues and be signed by both the school principal and chair of the local board of education. A copy of the appropriate form, *Request for Mediation*, is located in the appendices of this manual.
- ▶ The Office of Instructional and Accountability Services will review the request and inform the principal and local board of education of the location and time for the mediation.
- ▶ Individuals selected as assistance team members under G.S. 115C-105.38 will serve as mediators.
- ▶ Each of the parties will be encouraged by the mediator to fully explain their positions/perspectives.
- ▶ The disputants will be encouraged to talk to one another to identify their priority of underlying needs and to brainstorm some ways of meeting the needs of both.
- ▶ The mediator will help the disputants identify options for solving the disagreement.
- ▶ The mediator will determine if the disputants can come to an agreement. If so, the mediator will suggest language and write the agreement; however, the parties involved must agree on each part.
- ▶ The agreement will be signed by each party and become part of the school improvement plan. The plan must then be approved by the local board of education.
- ▶ In the event the disputants cannot come to an agreement, the local board of education must develop the school improvement plan.

**Duration,
Amendments, and
Revisions
to the Plan**

A school improvement plan will remain in effect for no more than three years; however, the school improvement team may amend the plan as often as necessary or appropriate. The local board of education may vacate relevant portions of the school improvement plan that are unlawful and/or impede student performance at a school and direct the school to revise those portions. Amendments and revisions to the plan must follow the same procedures as those for the initial approval.

**Availability of
the Plan**

As required in G.S. 115C-288(h), the principal must maintain a copy of the school's current budget and school improvement plan. Parents and other interested persons must be allowed to review and obtain copies of these documents in accordance with Chapter 132 of the General Statutes.

PLANS AT THE SCHOOL LEVEL

To facilitate the plan approval process, the school improvement team may distribute plans prior to voting for school staff to review and study.

**SUGGESTED ACTIONS FOR DEVELOPMENT OF THE
SCHOOL IMPROVEMENT PLAN**

Goals other than annual performance goals may contribute to the general improvement of the school and student performance and may be included in the school improvement plan. Schools are encouraged, however, to focus on a small number of critical goals and objectives. Although schools are not required to follow a specific format for school improvement plans or a specific planning process, they may choose to follow processes delineated in earlier reform initiatives such as Effective Schools, Site-Based Management, or Total Quality Education.

All of these programs contain some version of the following generic planning process such as the Planning Cycle Phases found in the *Chapter 1 School Improvement Planning Guide*:

- ▶ assess needs;
- ▶ seek information (including relevant data),
- ▶ establish priorities,
- ▶ develop plans,
- ▶ implement plans,
- ▶ evaluate plans,
- ▶ review plans (annually, if not sooner), and
- ▶ communicate results.

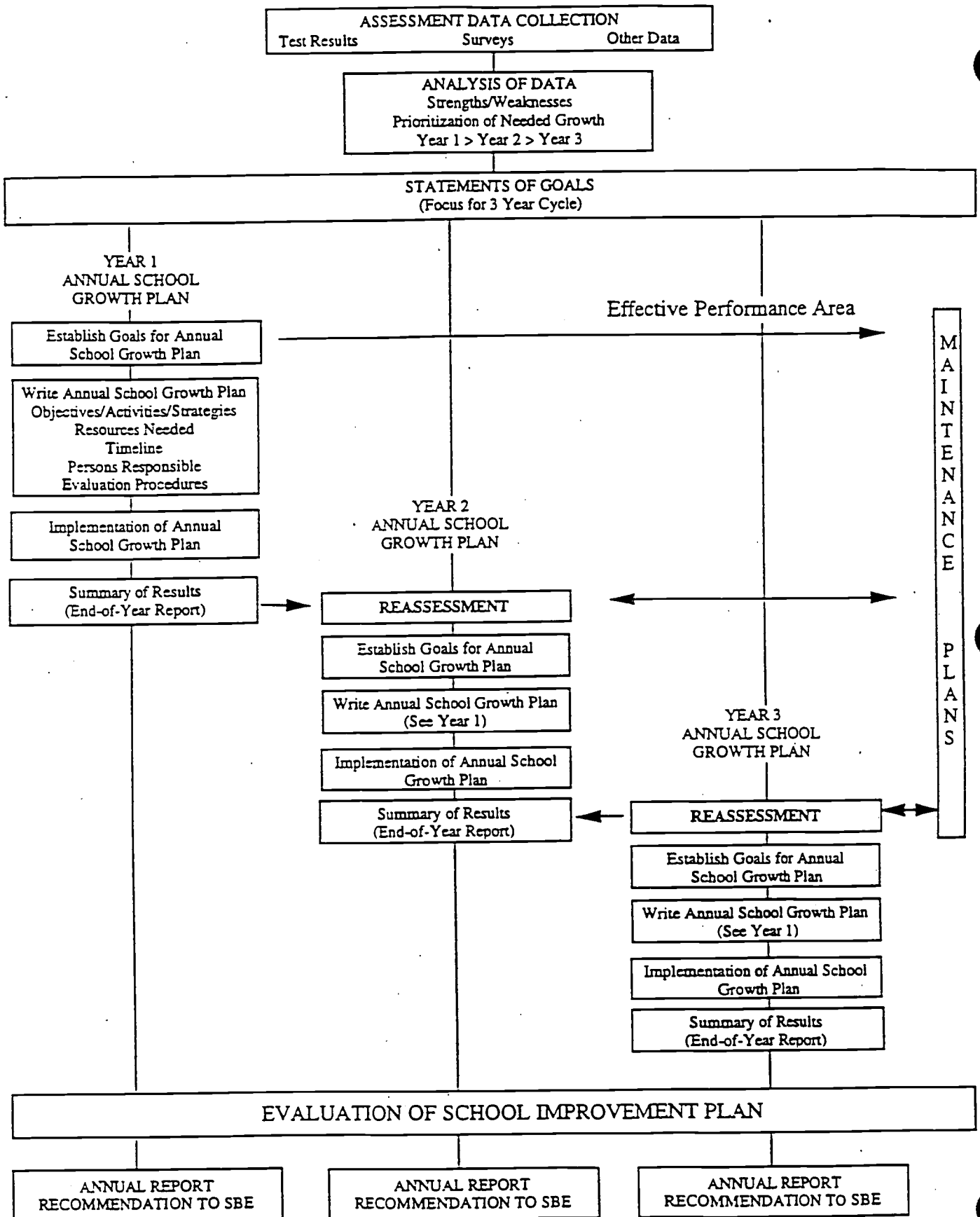
QUALIFICATIONS TO CONSIDER FOR PARENT MEMBERS

The following are some suggested questions to consider when selecting parents to serve on the school improvement teams:

- ▶ Is the person committed to improving education for ALL children in the school?
- ▶ Will the person attend all team meetings and thoroughly prepare for them?
- ▶ Will the person participate as an equal member of the team?
- ▶ Will the person commit to regularly attending meetings of the PTA and other parent-teacher organizations to keep parents informed?
- ▶ Will the person commit to working with the PTA and other parent-teacher organizations to establish methods of soliciting parent input before decisions are made by the team?
- ▶ Is the person someone who does not have a personal agenda or single-issue reason for participating?
- ▶ Will the person participate in continuous training in consensus building, problem-solving, and group dynamics?
- ▶ Does the person believe that community support and involvement contribute to the continuous improvement of the school?
- ▶ Is the person aware of the School-Based Management and Accountability legislation?
- ▶ Does the person have a keen understanding of issues facing schools today?

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SCHOOL IMPROVEMENT PLANNING PROCESS



DISTRIBUTION OF STAFF DEVELOPMENT FUNDS

G.S. 115C-105.30, **Distribution of Staff Development Funds**, requires the local board of education to distribute seventy-five percent (75%) of the state staff development funding allotment to the individual schools for use in accordance with their school improvement plans.

Use of Funds

Any state funds the local board of education makes available to an individual school must be used to implement the school improvement plan. The overall school improvement plan must include a plan for the use of staff development funds.

Disclosure of Funding Allocation

By October 1, of each year, the principal must disclose to all affected school personnel the total allocation of all funds available to the school for staff development. The superintendent must disclose to all affected personnel the total allocation of all funds available at the system level for staff development.

Disbursement Reports

At the end of the fiscal year, the principal must make available to all affected personnel a report on all disbursements from the school's staff development funds. The superintendent must make available to affected personnel a report of all disbursements of staff development funds at the system level.

SUGGESTED RESOURCES FOR PROFESSIONAL DEVELOPMENT

No format or process for the development of the staff development plan is specified in the School-Based Management and Accountability legislation. Schools, however, may wish to use procedures explained at the Standards for Staff Development elementary, middle, and high school editions, developed by the national Staff Development Council during 1994-95 in cooperation with national education organizations. The standards describe research-based practices that will enable a school to establish a cohesive and comprehensive program.

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PLANNING FOR STAFF DEVELOPMENT

A generic process for determining staff development content parallels the planning process for improvement plans. Most planning processes contain some combination of the following elements:

- ▶ objectives,
- ▶ activities,
- ▶ strategies,
- ▶ needed resources,
- ▶ time lines,
- ▶ persons responsible, and
- ▶ evaluation procedures.

In addition, the *Standards for Staff Development* provide research-based information on models of staff development that expand options for activities beyond workshops and traditional "training" – the most prevalent forms of staff development in our state. Other models include

- ▶ individually-guided staff development,
- ▶ observation and assessment,
- ▶ development and improvement activities, and
- ▶ inquiry.

These models address long-term staff development focused on skill building, change of work behaviors, and maintenance of those skills and behaviors.

In addition, results-driven education, systems thinking, and constructivism are impacting and altering the shape of schools and staff development.

Additional information on the standards and quality professional development is available from

The National Staff Development Council
P.O. Box 240
Oxford, Ohio 45056

Telephone: 1.800.727.7288 or 513.523.6029
Fax: 513.523.0638
America Online screen name: NC, DC Havens

Section I: Forming the Team

Section I: Activity 1

TIME	PURPOSE	SETTING	MATERIALS
15 – 30 minutes	<ul style="list-style-type: none"> • To establish credibility and legitimize the presenter(s)' role • To review the objectives of the training • To review agenda • To clarify expectations • To build a support group • To establish group climate through sharing positive experiences • To build rapport and trust among team members • To relate effective school improvement practices to participants' experiences 	Whole Group	<ul style="list-style-type: none"> • Chart Stand • Chart paper • Colored markers • Masking Tape • Transparencies -Objectives of Training -Four Interlocking, Interdependent Components of School Improvement -Components of the Comprehensive Planning Process.

Welcome

Welcome participants.

Introduce trainers

Introduce trainers. Give credentials for this staff development.

Introduce participants

Ask participants to stand, share their first name and tell something about themselves that others may not know. Ask them to tell what they hope to achieve from this staff development.

Chart paper
Colored markers

Record their responses on a chart and label it **Group's Expectations**. Use different colored markers for each line of text. Post so that the chart remains highly visible throughout training.

Summarize

Reflect upon participants' expectations. Read the entire list aloud. Reference throughout the training.

Review presenter's expectations (may be written on a chart or transparency). Examples may include active listening and participation; starting and ending sessions on time; respecting others' ideas and opinions, etc.

Review objectivesTransparency-Objectives
of Training

Use the Transparency *Objectives of Training* to review the objectives of this training. Participants will:

- gain an understanding of the key elements of the school improvement process
 - explore conditions necessary for meaningful change to occur
 - develop the skills needed to foster effective school improvement
-

Review agendaTransparencies-Four
Interlocking ,
Interdependent
Components of School
Improvement;
Components of the
Comprehensive
Planning Process

Review the agenda written on chart paper or on transparency with participants.

Explain to participants that the training will focus upon *Planning for School Improvement* and will include these topics:

- *Forming the Team*
- *Creating the Vision and Mission*
- *Conducting a Needs Assessment*
- *Setting Improvement Goals*
- *Basing the Plan on Research*
- *Developing an Action Plan*

Post objectives and agenda and reference throughout the training.

Distribute materialsNotebooks
Journals

Distribute notebooks and journals to participants. Review the major components. Encourage participants to complete all reading assignments. Explain that journals will be used to record specific information daily.

Answer questions

Answer any questions and clarify any concerns participants may have about the training.

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Section I: Activity 1
Transparency: Objectives of the Training

- **To gain an understanding of the key elements of the school improvement process**
- **To explore conditions necessary for meaningful change to occur**
- **To develop the skills needed to foster effective school improvement**

Section I: Activity 1
Transparency: Four Interlocking, Interdependent
Components of School Improvement

- **Committing to Personal and Organizational Change**
- **Setting Goals and Creating Action Plans**
- **Systematically Implementing Planned Strategies**
- **Monitoring and Assessing Progress for Reflection, Renewal and Revision**

Section I: Activity 1
**Transparency: Components of the Comprehensive
Planning Process**

- **Forming the Team**
- **Vision and Mission**
- **Needs Assessment**
- **Setting Goals**
- **Basing the Plan on Research**
- **Developing an Action Plan**

Section I: Activity 2

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	<ul style="list-style-type: none"> • To check participants' prior knowledge of school improvement • To focus on participants' concerns • To make connections to new materials 	Individuals Small groups Whole group	Chart paper Colored markers Masking tape 3x5 cards

Describe activity Tell participants to imagine they are news reporters who have been assigned to cover this story: *"There is a rumor that your school is getting ready to make some changes."* The reporter must ask two questions:

- *What do you know about school improvement?*
- *What do you need to know about school improvement?*

Give directions Designate each participant Reporter A or Reporter B. Reporter A interviews Reporter B for three minutes with the first question and Reporter B interviews Reporter A with the second question for three minutes.

Monitor Monitor until all groups have completed the activity.

Process activity with whole group Each pair will select the two most significant answers and rank in order of importance.

Chart paper on each table
Colored markers

Upon completion of this activity, form pairs into groups of six. Each group will share responses and make a prioritized list on chart paper.

Monitor Monitor until all groups have completed this task.

Report out Have a reporter from each group of six review their list. You may want to select two of the most dynamic groups to demonstrate the interview before the whole group. Record each response on chart paper.

Discuss the importance of checking for prior knowledge (to diagnose, to focus on participants' concerns, to bridge to new materials, etc.)

Answer question
3" x 5" index cards for
each participant

Each participant should write two of their "I need to know" questions related to school improvement on a 3" x 5" index card.

Collect each card and read examples aloud. Relate to participants any concerns that may not be answered by the training.

Post questions.

Summarize
Chart paper
Colored markers

Use the (K-W-L) concept map to emphasize major points discussed during the session. Put on chart paper. Post.

(Note: For visual impact, it is suggested that different colored watercolor markers be used for each line of text written on chart paper. Permanent markers may stain and smell. Use red and black markers for main topics. As each chart is completed, post so that it remains highly visible throughout the training.)

Process activity

Ask participants to record their expectations of training on the left side of a two-column note sheet in their journals. The right side is to remain blank.

Break

Allow a 10 - 15 minute break.

Section I: Activity 3

TIME	PURPOSE	SETTING	MATERIALS
40 minutes	<ul style="list-style-type: none"> • To review current literature on school improvement • To establish rationale for importance of school improvement • To build group rapport • To have participants relate their questions, concerns, or observations regarding the training 	Individuals Table groups Whole groups	Chart paper Colored markers Masking tape Notes -A Guide to School Improvement Process Based on Effective School Research -Cognitive (graphic) Organizers

Group Energizer Ask participants to get into groups of three and each person within the group chooses one of the following roles:

- *Lion – roars through clenched teeth*
- *Person with an attitude – (like “Whatever!”); rolls eyes, etc.*
- *Net – person extends hands from floor in an effort to capture the lion*

Describe activity The groups from each table will oppose the group from another table. Only three persons from each group can participate at a time. Each group will decide the role each person will play (without letting the opposing team know).

Process the activity The two groups should stand facing each other. When the trainer gives the signal, each person will automatically act out his/her role. Does the net capture the lion or does the lion eat the person, etc.?

Perform twice, deciding again within each group who will portray which role. Allow three minutes for this activity.

Introduce graphic organizers Briefly introduce cognitive (graphic) organizers.

Describe activity Place participants into reading groups. Each group will identify an article from any source to read and report findings related to school improvement.

Using a graphic organizer, each table group will identify and share the major details of their article with the entire group. Use chart paper and colored markers. Give 15 minutes for this activity.

Monitor

Monitor to provide feedback and to see when groups have completed assignment.

Process with whole group

Masking tape

Give each group three minutes to share findings

Post charts.

Summarize

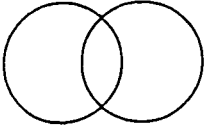
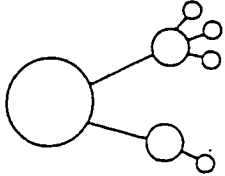
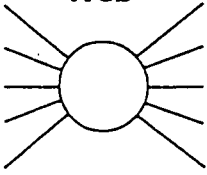
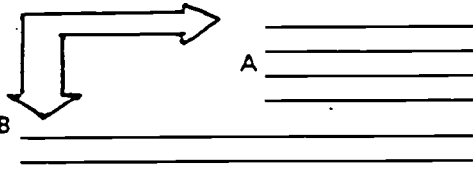
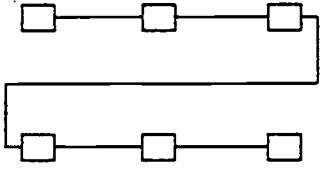
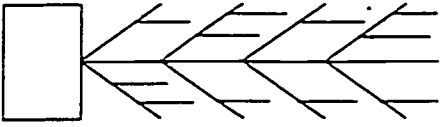
Emphasize major points.

Ask for any questions, concerns, or observations

Address any questions, concerns, or observations participants may have.

Section I: Activity 3

Notes: Cognitive Organizers

<p style="text-align: center;">Venn Diagram</p>  <p style="text-align: center;">Thinking Skill: Comparing & Contrasting</p>	<p style="text-align: center;">Matrix</p> <table border="1" style="width: 100%; height: 60px; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> <p style="text-align: center;">Thinking Skill: Classifying</p>														
<p style="text-align: center;">Mind Map</p>  <p style="text-align: center;">Thinking Skill: Brainstorming</p>	<p style="text-align: center;">Web</p>  <p style="text-align: center;">Thinking Skill: Analyzing Attributes</p>														
<p style="text-align: center;">Questions</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">FAT?</th> <th style="width: 50%;">SKINNY?</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> </tbody> </table> <p style="text-align: center;">Thinking Skill: Hypothesizing</p>	FAT?	SKINNY?	1	1	2	2	3	3	<p style="text-align: center;">Ranking</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td style="width: 50px; text-align: center;">1</td><td>_____</td></tr> <tr><td style="text-align: center;">2</td><td>_____</td></tr> <tr><td style="text-align: center;">3</td><td>_____</td></tr> </tbody> </table> <p style="text-align: center;">Thinking Skill: Prioritizing</p>	1	_____	2	_____	3	_____
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P+															
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<p style="text-align: center;">Thinking at Right Angles</p>  <p style="text-align: center;">Thinking Skill: Associating Ideas</p>	<p style="text-align: center;">Bridging Snapshots</p>  <p style="text-align: center;">Thinking Skill: Sequencing</p>														
<p style="text-align: center;">Fishbone</p>  <p style="text-align: center;">Thinking Skill: Analyzing</p>	<p style="text-align: center;">KWL</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">What we know</th> <th style="width: 33%;">What we want to find out</th> <th style="width: 33%;">What we learn</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p style="text-align: center;">Thinking Skill: Predicting/Evaluating</p>	What we know	What we want to find out	What we learn											
What we know	What we want to find out	What we learn													

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Section I: Activity 3

Notes: A Guide to the School Improvement Process Based on Effective Schools Research

By Lawrence W. Lezotte & Barbara C. Jacoby

The guidebook is organized around five stages that we have found to be important for the success of the school improvement effort. While this guide is not to be seen as rigid or constraining, experience has shown that a fairly careful adherence to these stages will produce the best results. The guidebook is organized in such a way that the steps associated with each stage are described and explained. Throughout the guidebook the descriptions of the stages and steps suggest standards by which a school team can judge its readiness to proceed to the next step or the next stage. The process (i.e., steps/ stages) are interactive or move back and fourth.

If your school already has an established planning process, it should not be abandoned in favor of this planning process unless it is generally not effective. If you have an established planning process, this guidebook should be reviewed with the idea of using some of its suggestions to augment and strengthen the existing process.

The school team would be well advised to supplement this guidebook with other materials which provide more detailed information about effective schools research, research on effective teaching, research on staff and organizational development, and related professional literature that would enrich the discussion and ultimately strengthen the school improvement effort. Most state departments, intermediate agencies, and local professional development offices have access to these materials. If a school team wants our help in locating supplemental materials, please contact our office at the address on the cover of this guidebook.

Two cautions are in order. First, the physical product of the school plan is only as good as the quality of the thought that goes into it. If the faculty try to write their plan while passing between classes, the resulting plan will reflect it. Please make every effort to devote quality time to the school improvement planning process. Input from all who ultimately will be impacted by the implementation of the plan is critical. We suggest that the planning process be seen as an ongoing discourse on improvement among all members of the school community. A general rule of thumb should be: If you need to slow down the process in order to assure that all will feel a part of the dialogue, do so!

Second, remember the plan that is being developed is the plan for the whole school community. Often teachers perceive the plan to be the administrators' plan; and, while they are willing to provide input, in the end they see it as the principal's job to get the plan implemented. This will not work. Successful implementation of the plan is in direct proportion to the ownership felt by the members of the school community. Said another way, in all likelihood, only those changes that have broad-based support are likely to be implemented and sustained.

School improvement based on effective schools research is like a journey. As with any journey, we need to agree on a destination; we need to choose a means of travel; and we need a map to guide us. This guidebook and the stages and steps it recommends meet these needs. It speaks about "teaching for learning for all"; it speaks about "equity in quality" as our destination. The process calls for a collaborative school-based, school improvement team, empowered to take action, solve problems and select improvement strategies. This represents the chosen means of transportation. Finally, the tools of disaggregation of outcome data and the correlates of effective schools provide us with a map that can help us to move from where we are toward our chosen destination. We are confident that when caring professionals use the tools suggested in this guidebook, they will be enthusiastic about the changes they have brought about in their schools. More importantly, these changes will enable all of their students to be successful learners.

II. Developing a Common Language

A. Historical Perspective of Effective Schools Research

Insights into school effectiveness must begin with a historical perspective. Effective schools research grew out of a challenge to the research of Coleman, et al. (1966) which found a significant relationship between family background and how well children achieve. The research concluded that a school's resources have little impact on student achievement. While most evidence based on test results seemed to support Coleman's findings - children from middle- and upper middle-class families generally do demonstrate achievement levels above children from poor families-some educators disagreed with the conclusion that schools must have little impact. Effective school researchers acknowledged that family background *contributes* to student achievement levels. However, they disagreed with the conclusions of Coleman, et al., that family background *determines* a child's educational attainment. Effective schools researchers found that if school resources are used effectively, schools can be successful in teaching all children the essential skills. Brookover, Levine, Stark, Edmonds, Lezotte, Rutter, and many others have identified schools that are successful at teaching all students, disadvantaged and nondisadvantaged, the skills needed to succeed at the next grade level.

Unfortunately, such instructionally effective schools are the exception rather than the rule, but the fact that they do exist indicates that schools can affect student achievement, regardless of socioeconomic status. (Chrispeels, Meaney 1985)

B. Definition of the "Effective Schools Process"

Simply stated, the "Effective Schools Process" is a school reform framework based on evolving research from both empirical and case studies of schools across the country that have been effective in teaching the intended curriculum to *all* their students.

Out of that research, two standards for measuring effectiveness have evolved: quality and equity. The quality standard assures that the overall level of achievement in a school is high. The equity standard assures that the high achievement does not vary significantly across the subsets, race, gender, socioeconomic status of the school's student population. These standards are critical to the definition of an "Effective School."

*National Center for Effective Schools
Research and Development*

C. Characteristics or Correlates of Effective Schools

In addition to the student outcome standards of quality and equity, research by Edmonds, Lezotte and Brookover has shown seven characteristics which seem to be present in schools that meet the defined standards of effectiveness.

1. Strong instructional leadership
2. A clear and focused mission
3. A climate of high expectations for success for all students
4. A safe, orderly environment
5. The opportunity to learn and adequate time spent on academic tasks
6. Frequent monitoring of student progress
7. Positive home-school relations

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Research and Development*

D. Prerequisites for Successful Improvement Efforts

According to Gary Mathews, Associate Superintendent for Instructional Services, Spring Branch Independent School District, Texas, the district has identified five prerequisites for successful school improvement: "(1) a common language (effective schools), (2) a place to meet (the School Improvement Team), and (3) time to meet, (4) a shared understanding of the process and products of School Improvement Planning, and (5) a shared vision of what the school *could* be, juxtaposed with an accurate picture of what the school *is*." (Guthrie, Mathews, et al. 1989)

E. Strategic Assumptions of the Effective Schools Process

Like any vision of a better future state, the effective schools process makes assumptions about schools of the future. Some of these assumptions represent extrapolations of educational trends that are already well underway, and others represent reasoned notions about changes that should occur if our schools are going to be responsive to more of our learners. When taken together, these assumptions describe the changes that must occur in the districts that plan and implement an effective schools process.

When these nine assumptions are transformed and come to describe the school, they will change the "culture" of that school and district. Cultural change takes time, tends to occur in a "million little actions," and is clearly incremental. Building on these notions, school improvement can be described as an endless succession of incremental adjustments.

1. In the future, even more than in the past, all schools will be expected to focus on teaching for learning as their primary mission.
2. In the future, even more than in the past, schools will be held accountable for measurable results or outcomes.
3. Educational equity will receive increasing emphasis as the number of poor and minority students continues to increase in proportion to the rest of the population.
4. Decision-making will be more decentralized as the individual school is recognized as the production center of public education and, therefore, the strategic unit for planned change.
5. Collaboration and staff empowerment must increase if building level staff are going to become meaningfully involved in the planning, problem-solving, and evaluation of their school's programs.
6. School empowerment processes will emphasize the utilization of research and descriptions of effective practices as a major source of input to school change.
7. Technology will be used to accelerate the pace of feedback currently available in instructional monitoring systems used by teachers and administrators.
8. School administrators will be expected to demonstrate skill both as efficient managers and effective visionary leaders.
9. By emphasizing student outcomes, schools will be able to loosen the prescriptions of process, thus leading to school restructuring.

Note: For a complete description of each of the assumptions, see the document titled *Strategic Assumptions of the Effective Schools Process* by Lawrence W. Lezotte.

III. Overview and Development

A. History of Planning Stage Development

Numerous school districts and state education service agencies have developed their own planning formats. An analysis of these formats reveals that all tend to have similar components. This document borrows from the lessons learned by these various groups in proposing a planning format with certain stages and processes within those stages that assure that school improvement planning is a meaningful process-a journey-not an event.

B. Overview of the Process

The planning stages are sequential and developmental. This is one of the lessons learned by the school improvement team from Spring Branch Independent School District, Texas. According to Gary Mathews, Associate Superintendent, "part of our early failure to achieve living, breathing plans was ignorance of the developmental stages." (Guthrie, Mathews, et al. 1989) Each stage contains certain processes which are critical to the formation of a successful plan. While the stages and processes are developmental, there may be times when they overlap. For example, staff awareness of effective schools research may begin in Stage A, but continue through all the stages. Figure 1 presents the five stages in a sequential and cyclical nature. Figure 2 identifies the steps associated with each stage in the school improvement planning process.

Step 1 - Orientation to Effective Schools - Staff, Students, Parents and Community

Those who are involved in the process of school improvement planning based on effective schools research need to know that the ultimate purpose of such involvement is to impact student learning by changing the culture of the school. This approach to educational reform is built upon three key concepts: (1) Each school has a unique culture embodied in the norms, beliefs, and attitudes of the people in that school. (2) If lasting change is to occur, the culture itself must be shaped to support that change. (3) Schools, as well as individuals, have the capacity for self-renewal and redirection. (McCue, 1987) Since individuals in the school and school community are the "carriers of the culture" they all need to be informed and involved in the planning, implementation and monitoring of school improvement efforts designed to change the culture.

Staff. The staff orientation begins the "ownership" process, which is essential to the success of a cultural reform effort. The orientation should include an overview of the process and provide the opportunity for staff to ask questions, discuss the process and get clarification of their roles and responsibilities. This orientation should identify potential "payoffs" to the school staff and students relative to the effort involved.

The orientation should include the following points:

- **An overview of the effective schools research:** To establish the credibility of the research, point out that the research on effective schools is practitioner-based and comes from observations of real classrooms and schools. Also, since the research is based on observations in schools, it has practical and immediate application to classrooms and to the school as a whole:
- **Introduce the definition and essential characteristics (correlates) of an effective school:** At this stage it is better to discuss the characteristics (correlates) in general terms.
- **Review of student outcome test data:** Reviewing the school's current level of effectiveness (i.e., student assessments) usually provides the rationale and needed impetus for undertaking the school improvement effort.

- **Review the steps and stages of the effective schools process:** People usually need to have at least an outline of the whole process so that they can see the "big picture" that describes where they are going and how they are going to get there. The steps and stages of the planning process should be discussed with adequate time provided for questions.
- **Discuss the time required to develop an effective schools process and carry out the resulting improvement plan:** Teachers must understand that this process is not offered as a "quick fix." Increased student achievement, as demonstrated by various assessment measures, in fact, may take two or three years. While some additional time may be required in the planning stages, the overall focus of the process is to help the entire staff work "smarter not harder."
- **Stress that the process should help teachers to be more effective in their jobs and consequently to get more satisfaction from their work:** The goal of school effectiveness is to improve student achievement, but, to accomplish this goal, opportunities for professional growth and development are vital. People will more likely want to change their culture if they see clear benefits for themselves as well as students.

After an initial overview, there should be time for faculty discussion of the implications of this approach to school change. Be aware that the time needed for discussion seems to be greater at the secondary level or in very large schools. Experience has shown that after an initial orientation for the entire high school staff, numerous follow-up meetings with small groups, (i.e., individual departments, curriculum committees, or planning groups often are necessary to address individual concerns and to secure staff commitment to the process. It is not unusual for this "readiness" phase to take several months at a large secondary school. (Chrispeels, Meaney 1985)

Robert Sudlow, Assistant Superintendent, Spencerport (New York) Central Schools, has noted that:

It is essential that the professional staff have the opportunity to become familiar with the research and be helped to understand the relationship between research and practice. If an introduction to the research includes appropriate materials, videotapes and related media, and outside or local experts, the staff will more readily assimilate and accept the knowledge in relation to their locally felt needs for professional growth, and apply it appropriately.

When orientation is well orchestrated, the faculty's level of anxiety for change should diminish. The "mystique" which surrounds taking research to practice will dissipate.

Also, it is satisfying for the faculty to know that not only will some changes be expected of them, but that there will also be changes in policies, and the organizational structure deemed necessary to implement and support school improvement. A common goal elicits a common bond. Faculty begin to share and speak a common language relative to the characteristics of effective schools. Above all a single common purpose unites the school-the overarching goal of increasing the level and altering the distribution of student achievement.

Students. All students (and their parents) should be informed of the process and be made aware of the value of their input. Students in upper elementary, middle and high schools could also be selected to participate on the school improvement planning team. At the secondary level, there are several ways in which students could be involved. One way would be to have student representation on the school improvement team itself. A second strategy would be to have students select a student school improvement team and have one or two staff members from the staff team serve as a link to the two groups. A third strategy would be simply to survey students periodically, regarding their perceptions of the strengths and needs of the school.

Parents and Community. Research indicates that strong home-school relations and parent-teacher cooperation have a positive impact on student achievement. Yet, of all the variables, the area of home-school relations is one that educators are often reluctant to confront. The first step in strengthening home-school relations and involving parents is to provide parents with an orientation to the school effectiveness process. Parents need to be aware that the school is undertaking the challenging task of improving itself. They need to know in which areas the

improvement will occur, how it will take place, and the roles and responsibilities of various members of the school community.

Parents' insights into the strengths and weaknesses of the school have been found to be reasonably accurate. Their views need to be used in guiding improvement efforts. Brought in at an early stage, parents are likely to be strong supporters and helpful participants.

Parent leaders and members serving on school councils, advisory committees, PTA, or other parent groups are usually among the first groups to be involved. These parents can often be a resource to reach other parents.

A written communication explaining the school effectiveness process, such as a special bulletin, is one way to inform the entire school community. The bulletin may list the characteristics of an effective school and explain the steps in the process. Special mention should be made that community views are important. Another technique for orienting parents is to call a special meeting. However, unless extra effort is made, the school staff may be disappointed at the turnout. Many schools have found that parents are willing to attend an open house, a potluck supper or student performance, which can be used as an opportunity for giving an overview of the school effectiveness program and/or for having parents complete a survey. (Chrispeels, Meaney 1985)

Some schools elect to have parents represented on the school improvement team at the initiation of the process. Others prefer, at least during the first year, to have the actual working meetings for faculty only while keeping parents aware of all activities and findings. The decision of whether or not to involve parents actively as school team members will be dictated by past practices, community politics, and staff consensus. Whichever way you choose to begin, the long-term goal should be to incorporate parents as full partners in the school improvement process.

Section I: Activity 4

TIME	PURPOSE	SETTING	MATERIALS
60-75 minutes	<ul style="list-style-type: none"> • To define team • To identify characteristics of a good team • To identify characteristics of effective teamwork • To promote and demonstrate the importance of effective teamwork • To promote effective group work through consensus 	Small groups Whole group	Transparencies -Consensus Guidelines -What Makes a Good Team? Notes -Characteristics of Effective Teams; -Principles for Effective Teamwork Chart paper Colored markers Masking tape

Describe activity Tell participants that in small groups they are going to brainstorm the answers to these questions:

- *What is the definition of a team?*
- *What characteristics make a good team?*
- *What characteristics are necessary for effective teamwork?*

Number off Ask participants to number off 1-2-3.

Give directions Each question will be written on chart paper and posted on the wall. Participants will divide into three groups, rotate between the three pieces of chart paper, and brainstorm answers to each question.

Colored markers
Chart paper with questions

Tell 1s to go to the first chart; 2s to the second chart; 3s to the third. Participants will be given three minutes at each chart.

Give each group a different colored magic marker. Ask them to take their magic marker with them each time they change questions.

Monitor Monitor and time the activity. You may want to alert groups as time nears three minutes.

Give signal to change questions Give a signal (i.e. popper, bell, whistle, etc.) Ask participants to move clockwise to the next question and repeat the brainstorming process. Remind them to take their magic markers with them.

Popper, bell, whistle

Monitor Monitor and time activity. You may want to alert groups as time nears the end.

Give signal to
change questions

Give the signal and ask participants to move clockwise to the next question and repeat their brainstorming.

Come to
consensus
Transparency-
Consensus Guidelines

After all groups have brainstormed all three topics on the chart paper, ask them to return to the very first question they brainstormed and examine the other groups' responses.

Ask groups to return to their tables in the same group.

Use the *Transparency-Consensus Guidelines* to review the key points about reaching consensus.

Give each group the chart sheet with answers to their original question.

As a group, they are to come to consensus on the most important answer(s):
Group 1 – Choose the best definition or use groups' responses to rewrite the definition of a team.

Group 2 – Choose five of the most important characteristics of a good team.

Group 3 – Choose five of the most important characteristics needed for effective teamwork.

Monitor

Move around the room to monitor the participants' group interactions, listening for key points you may want to use to total group discussion.

Process activity

Ask a reporter from each group to share the results with the entire group:

- *What were the top items selected by your group? Why?*
 - *Are we modeling the behaviors we want others to demonstrate?*
 - *How does this activity relate to your daily work as a member of your school (or organization)*
-

Summary

Summarize key points using the *Transparency-What Makes a Good Team* and the *Notes-Characteristics of Effective Teams, and Principles for Effective Teamwork*.

Processing
activity

Divide participants into teams of 4-8 members. Direct each team to represent a well-oiled machine. State the following rules:

- *Each member must be a part of the machine.*
- *The team must be able to tell why they are that machine and why each part is important.*
- *Team members must be able to demonstrate to the group how their machine works.*
- *Following their demonstration, each team is to discuss the process they went through to become a working machine.*

Section I: Activity 4

Transparency: Consensus Guidelines

- **Avoid arguing in an attempt to win as an individual.**
- **Avoid changing your mind only to reach agreement and avoid conflict.**
- **Support only decisions with which you are able to agree.**
- **Avoid majority voting, averaging, or trading.**
- **View differences of opinion as helpful to good decision making.**
- **Consider more alternatives if objections exist and consensus has not been reached.**
- **Agree on easier items, then deal with harder ones.**

Section I: Activity 4
Transparency: What Makes a Good Team?

- **Clarity of purpose and group commitment**
- **Trust and mutual respect**
- **Guidelines for effective meeting**
- **Open communication**
- **Use of effective decision-making techniques**
- **Recognition of differences and disagreements and the willingness to deal with them**
- **Clear assignments and timelines for action**
- **Ongoing evaluation of team functioning**

Section I: Activity 4

Notes: Characteristics of Effective Teams

1. An effective team from time to time stops to examine how it is doing and attempts to identify and eliminate any obstacles that might be interfering with its operation.
2. All members of the team participate. Members work together to make sure the cluster stays on tasks during discussions.
3. Team members are free to express their feelings as well as their ideas, and the articulation of problems is encouraged and supported.
4. The climate tends to be informal, comfortable, and relaxed. There are no obvious signs of tension or boredom.
5. Decisions are reached by consensus. Team members are able consistently to reach agreements that everyone in the team is willing to support.
6. The team takes time to study an issue before reaching a consensus. By the time a decision is made, all members are convinced that it is the best decision possible under the circumstances.
7. There is disagreement. It is doubtful that any cluster doing serious work will be in agreement and harmony all the time. Conflict is understood as normal. Through open discussion team members resolve their disagreements.
8. When team members disagree, other members step in to resolve conflicts and help establish a common ground.
9. Team issues are handled by the team as a group, not by individual members in outside conferences.
10. The team makes sure all information necessary for its effective functioning is provided to all members.
11. Members of the team not only cooperate but collaborate. They don't go along just because someone tells them to do so. They willingly invest themselves in the team task and exercise their own judgment and thought.
12. "Leadership" is passed from member to member within the team. Everyone in the team serves as a facilitator at some time or other.

Section I: Activity 4
Notes: Principles for Effective Teamwork

- Responsibility for the team is shared by all team members
- Decisions should always be agreed upon by the team
- Use methods that allow as many of the team members to participate as possible
- Be flexible
- Cut down the threat to individual members
- Evaluate team progress continually
- Team members should be conscious of the importance of the roles that they play
- Let the team be active

Section I: Activity 5

TIME	PURPOSE	SETTING	MATERIALS
50 minutes	<ul style="list-style-type: none"> • To review characteristics of effective teams • To discuss warning signals of team trouble • To distinguish the difference between a group and a team • To identify and discuss the five stages of team development 	Individuals Small groups Whole group	Transparency -Team Development Wheel Notes -Stages of Team Development -Warning Signals to Team Trouble -Good Group Dynamics -Group Characteristics Worksheet -How Groups Make Decisions

Form new groups Ask participants to get into groups according to the subject area or grade level they teach. Assign other certified staff to groups. Depending upon the number, groups may have to be broken into smaller groups.

Review

Notes-Characteristics of Effective Teams; What Makes a Good Team; Good Group Dynamics; Group Characteristics Worksheet; How Groups Make Decisions; Stages of Team Development

Review the Notes-*Characteristics of Effective Teams and What Makes a Team Good.*

Discuss the difference between teams and groups. Use Notes-*Good Group Dynamics, Group Characteristics Worksheet; How Groups Make Decisions.*

Describe activity

Refer participants to literature on *Stages of Team Development*. Assign each group one of the stages of team development:

- *Stage One: Forming*
- *Stage Two: Storming*
- *Stage Three: Norming*
- *Stage Four: Performing*
- *Stage Five: Termination*

Note: Teams are not to know which stage has been assigned to each group.

Each group will read the assigned stage and create a two-minute presentation to teach the stage to the entire group. They may choose one of the following options or create their own:

- a graphic image
- a television advertisement
- poem/rap
- two-minute skit
- two-minute pantomime

Allow fifteen minutes for groups to read, discuss, and organize the presentation.

Monitor

Move around the room to another participants' group interactions.

Give signal to start presentation

After the allotted time, ask groups to volunteer to make their presentation.

Describe activity

Without identifying the stage being demonstrated, each group will make its presentation.

The audience will identify the stage after each presentation.

Summarize key points

Discuss each stage and summarize the key points.

Notes-Warning Signals of a Team in Trouble

Using *Notes-Warning Signals of a Team in Trouble* allow participants to share their best and worst team experiences.

Chart paper
Colored markers

Develop a list of commonalities on chart paper. Post.

Discuss *Notes-Warning Signs of a Team in Trouble*.

Process activity

Ask participants to answer the following questions in their journals. Tell them to discuss the answers with their team members.

- *What kind of role do you usually play on a team?*
- *What kind of role did you play in the energizing activity with the lion, net, and person.*
- *What role have you played in other group activities held in this training so far?*

Section I: Activity 5

Notes: Stages of Team Development

<p>Stage 1: Forming</p> <p><u>Feelings</u></p> <ul style="list-style-type: none"> • Excitement, anticipation, optimism • Pride in being chosen • Tentative attachment to the team • Suspicion, fear, and anxiety <p><u>Behaviors</u></p> <ul style="list-style-type: none"> • Attempts to define needed tasks and methods • Attempts to determine acceptable group behavior and how to deal with group problems • Decisions on what information needs to be gathered • Lofty, abstract discussions of concepts and issues • Discussions of symptoms or problems not relevant to the task at hand • Complaints about the organization and barriers to task at hand 	<p>Stage 2: Storming</p> <p><u>Feelings</u></p> <ul style="list-style-type: none"> • Resistance to the task and approaches to improving quality • Sharp fluctuations in attitudes <p><u>Behaviors</u></p> <ul style="list-style-type: none"> • Arguing among members even when they agree on the primary issues • Defensiveness and competition; factions and “choosing sides” • Questioning the wisdom of those who identified the problem and appointed the other team members • Establishing unrealistic goals; concern about excessive work • A perceived “pecking order;” disunity, increased tension and jealousy
<p>Stage 3: Norming</p> <p><u>Feelings</u></p> <ul style="list-style-type: none"> • A new ability to express criticism constructively • Acceptance of membership in the team • Belief that everything is going to work out <p><u>Behaviors</u></p> <ul style="list-style-type: none"> • An attempt to achieve harmony by avoiding conflict • More friendliness, confiding in each other, sharing of personal problems • Sense of team cohesion; common spirit and goals • Establishing and maintaining “norms 	<p>Stage 4: Performing</p> <p><u>Feelings</u></p> <ul style="list-style-type: none"> • Members have insights into personal and group processes and better understand each other’s strengths and weaknesses • Satisfaction at the team’s progress <p><u>Behaviors</u></p> <ul style="list-style-type: none"> • Constructive self-change • Ability to prevent or work through group problems • Close attachment to the team

Section I: Activity 5

Notes: Stages of Team Development

1. Orientation Stage - Forming

- Members are somewhat eager and have positive expectations.
- Members are concerned about and want to know
 - What is the purpose of the team?
 - What will they have to do?
 - Who will lead?
 - Will their efforts be fruitful?
- Members are dependent on the situation and whoever is leading.
- Energy and time are focused on
 - Defining the goal(s) and task of the team
 - Devising at least an initial means for carrying out tasks (i.e., team process and procedures)
 - Determining what skills are needed for the team, which of those skills members lack and need to develop, and how those skills might be learned
 - Trying out and becoming accustomed to team process and procedures

2. Dissatisfaction Stage -- Storming

- Members become somewhat frustrated.
 - Expectations and reality of teamwork diverge
 - Dependence on the leader becomes unsatisfying
 - Appropriate resources are not readily available
 - Some problems presented to the team are not solved easily
- Members may feel some anger toward the leader, the goals and tasks of the team, and other members.
- Members may feel sad, discouraged
 - They feel they cannot do what they hoped
 - They feel incompetent
- Energy and time are focused on
 - Redefining the task in "achievable" terms
 - Determining strategies for solving long-term problems
 - Determining how best to accomplish the tasks, including assessing any additional skills needed
 - Resolving senses of frustration and incompetence
 - Redefining expectations so that they are more realistic

Notes: Stages of Team Development cont.

3: Resolution Stage - Norming

- Frustration is dissipating.
 - Expectations and reality are more closely, if not completely, meshed
 - Skill in carrying out procedures and completing tasks is increased either by additional experiences with the process or through specific training activities
- Personal satisfaction is increasing.
 - Process satisfaction is increasing.
 - Self-esteem is heightened
 - Pleasure in accomplishing tasks and getting positive feedback from staff through informal or formal monitoring processes outweighs earlier frustrations
- Collaborative efforts are beginning to jell.

4. Production Stage - Performing

- Members are once again eager to be part of the team effort.
- Individuals on the team feel greater autonomy.
- Members work well together.
 - Leadership functions are shared
 - A sense of interdependence has developed
- Energy and time are focused on achieving the team's purpose

5. Termination

- Members may feel
 - A sense of sadness because the team is, at least for the time being, ending
 - A strong sense of accomplishment
 - A last-minute urgency to tie up loose ends
 - Regret if they feel they were not able to do everything planned
- Energy is focused on
 - An evaluation of what has been accomplished quantitatively and qualitatively
 - What needs to be done to complete the task for the time being
 - If appropriate, how to begin the task anew the following school year and what changes, if any, should be made based on the previous year '5 experience

Section I: Activity 5

Notes: Warning Signals of Team Trouble

1. Team members can't easily describe or agree on the team's mission.
2. Meetings are formal, stuffy or tense.
3. Broad participation produces minimal accomplishment.
4. There is talk, but not much communication.
5. Team members air disagreements privately after meetings.
6. The formal leader makes all the decision.
7. Members are confused or disagree about role or work assignments.
8. Key people outside the team aren't cooperating.
9. The team leader has all of the responsibility for meeting team needs; team members do not handle any team functions.
10. The team has not assessed its progress and process.

Section I: Activity 5

Notes: Group Characteristic Worksheet

Listed below are statements that might describe characteristics of a good group. Read the list then select the 3 most desirable or important and the 3 least desirable.

CHARACTERISTICS:

1. All members perform leadership functions.
2. The goals of the group are explicitly formulated.
3. Members' feelings are considered when tasks are performed.
4. Information is freely shared among members.
5. Group members practice compromise in making decisions.
6. Everyone sticks closely to the task.
7. The group utilizes the special strengths and expertise of individual members.
8. All members share responsibility for seeing that group decisions are implemented.
9. Group meetings follow a plan or set format.
10. Members freely express opposing points of view.

MOST IMPORTANT OR DESIRABLE:

1. _____
2. _____
3. _____

LEAST IMPORTANT OR DESIRABLE:

1. _____
2. _____
4. _____

Section I: Activity 5

Notes: How Groups Make Decisions

- Plop – A suggestion is made, and there is no response.
- Kill – A suggestion is made, and someone rejects it immediately.
- Self-Authorized – Someone makes a suggestion and assumes that everyone agrees with it.
- Handclasp – A suggestion is made by one member, another agrees, and they both assume everyone has accepted it.
- Railroading – A minority of the group-usually quite vocal-pushes their idea through, ignoring the disagreement of the others.
- Trading – Support for a suggestion is based upon agreement to deliver the same for the other's idea.
- Averaging – A decision is reached on the basis of numerical scores rather than on a thorough discussion of the drawbacks and benefits.
- Majority Vote – A decision is reached based on achieving agreement from a majority of the membership, despite substantial disagreement from the others.
- Consensus – A decision is reached that is supported by all members, although it may not have been exactly as all would have liked it.
- Unanimity – The decision is exactly what each member preferred.

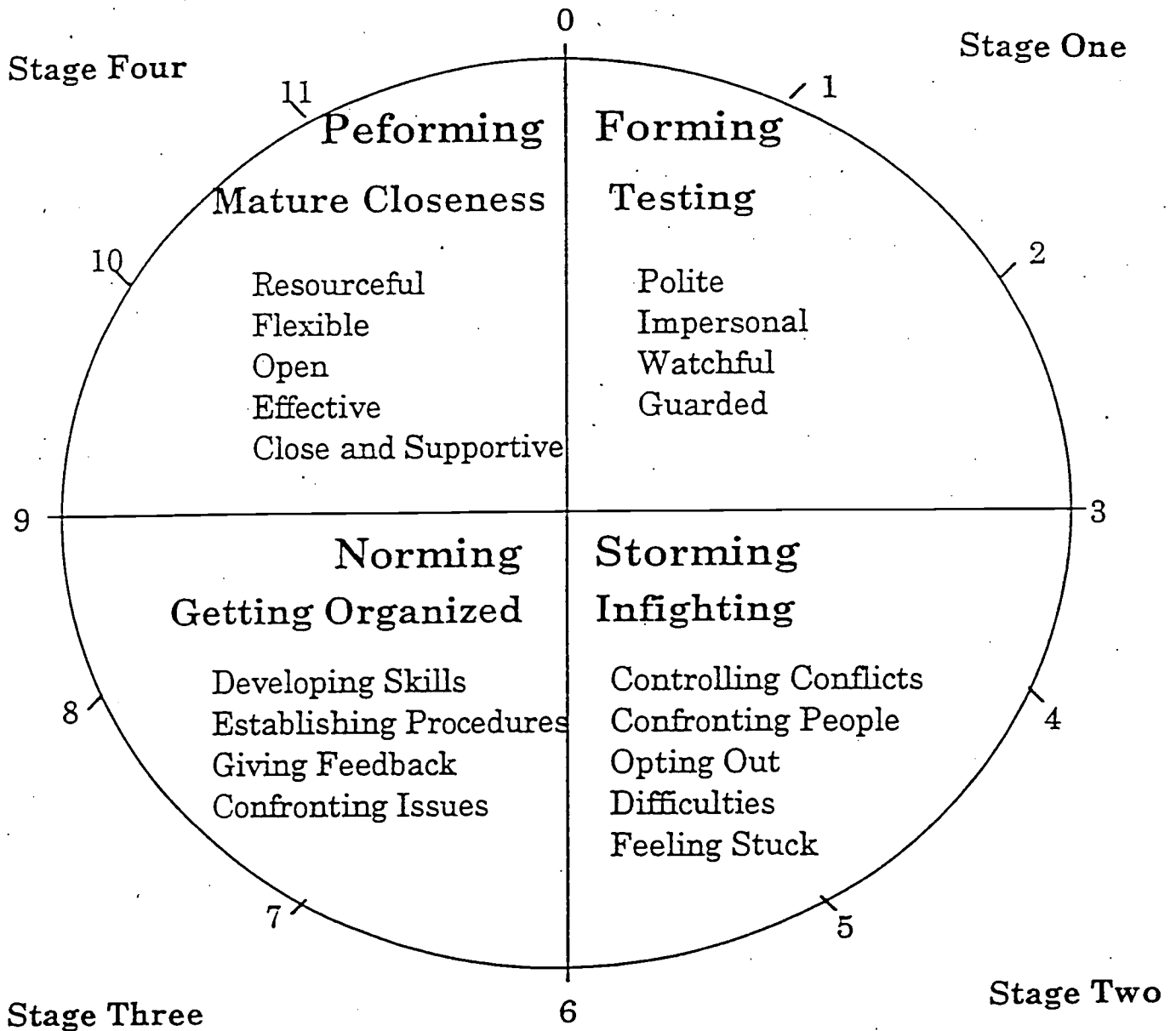
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Section I: Activity 5

Transparency: Team Development Wheel

Instructions: Place a mark on the circumference of the wheel to represent status of your team.



Tuckman, (1965)

Section I: Activity 6

TIME	PURPOSE	SETTING	MATERIALS
90 minutes	<ul style="list-style-type: none"> • To promote the importance of working together as a team to achieve goals • To increase team building skills • To establish the function of the team leader • To develop guidelines for work completion 	Individuals Small groups Whole group	5' x 8" index cards Chart paper Colored markers Transparencies -Leader's Range of Decision Making Options -Open Communication -Blocks to Communication Notes -Expectations of Team Members -Guidelines for How the Work Will be Done

Review

Review the major components of teaming discussed thus far.

Describe activity

For discussion, ask participants who is ultimately responsible for the success of the team?

Discuss answers.

Ask each participant to answer this question on the index card:

What do you expect from a team leader? List and prioritize at least five qualities.

Give directions

Tell participants to discuss their lists with members of their group. Each group will, then, develop one list of their group's top five expectations. Each table should write the list on chart paper and be prepared to share with the entire group.

Allow ten minutes for this activity.

Monitor

Monitor to ensure smooth flow of this activity.

Process in large group

Ask each table's reporter to share their expectations with the entire group.

Address questions, concerns, or observations

Allow questions, concerns, or observations at the end of all group presentations.

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Notes, Expectations of Team Leaders
Transparencies-
Leader's Range of Decision-Making Options; Open Communication; Blocks to Communication

Use *Notes-Expectations of Team Leaders*-to add key points not covered by participants.

Describe Activity

Notes, Expectations of Team Leaders

Tell participants that in addition to defining of the role of the team leader, it is important that they define their expectations of other members of their team.

Ask participants to silently review the *Notes:-Expectations of Team Members*-and write any additional expectations they feel should be included.

Discuss in whole group

Chart paper, Colored markers, Masking tape

Discuss the list of expectations. Accept any suggestions participants may have. Record on chart paper. Post. Allow for discussion.

Describe activity

Transparency,
Guidelines for How the Work Will be Done

Using the *Notes:-Guidelines for How the Work Will be Done*-assign each table one of the following for discussion:

- A. The Decision Process: How will the team make decisions?
- B. The Primary Work Method: What will be our basic method for work?
- C. How We Will Ensure Open and Honest Communication: How do we ensure full and open communication of issues or concerns important to the members?
- D. How We Will Resolve Differences: How do we resolve differences?
- E. How We Will Ensure Completion of Work: How do we ensure completion of the work?
- F. How We Will Change Things That Are Not Working: How we will change things that are not working?

Each table should turn in their assignment when completed.

Break

Allow ten minutes for this activity.

Participants should take a fifteen minute break.

Transfer responses

Chart paper, colored markers

While participants are on break, the trainer(s) will compile participants' answers to *Guidelines for How the Work Will be Completed* on chart paper. Put each guideline on a separate sheet.

Process in large group

Allow each group to present their responses to the entire group. Each group will have two minutes.

Masking tape

Post charts.

Address questions, concerns, or observations

As this activity comes to a close, ask participants for any questions, concerns, observations.

Summary

Ask each group to prepare a two-minute presentation to be shared in front of the entire group that portrays the guideline they worked on. For example, Group A, *The Decision Process*, might portray a meeting where there is conflict and they decide upon a decision by majority vote.

Allow 2 minutes for each presentation.

Section I: Activity 6

Transparency: Leader's Range of Decision Making Options

- **Leader Decides**
- **Leader Decides with Input from Individuals**
- **Leader Decides with Input from Team**
- **Vote**
- **Majority Rules**
- **Consensus**
- **Leader Delegates Decision with Criteria**

Section I: Activity 6

Transparency: Open Communication

Do:

- Use terminology understood by all
- Practice active listening through reflection
- Use clear and direct languages
- Use brief, concise statements
- Respect other speakers
- Share information with all members

Don't:

- Use jargon
- Resist the comments and ideas of other
- Disguise statements
- Share lengthy personal anecdotes
- Interrupt others or have side conversations
- Withhold relevant knowledge

Section I: Activity 6
Transparency: Blocks to Communication

- **Professional Differences**
- **Jargon**
- **Goals**
- **Agendas**
- **Personal Differences**
- **Negative Feelings**
- **Cultural Differences**

Section I: Activity 6

Notes: Expectations of Team Members

As part of getting to know each other, team members should begin to discuss their expectations of other team members. Some team members are looking for academic discussions while others are seeking support in handling discipline. These expectations must be discussed openly and candidly. Questions to be answered include:

1. What is our schedule of meetings?
2. What are the guidelines for lateness, leaving early, or absenteeism at team meetings?
3. How do we identify organized knowledge topics and skills areas to be correlated?
4. How much time will be spent on home-based or teacher/advisory topics?
5. How can we help each other with discipline problems?
6. How will decisions be made?
7. What records of team meetings will be kept?
8. How will we give feedback to each other?
9. How will we evaluate our effectiveness as a team?
10. Are we expected to cooperate on all matters?
11. Is my team relationship more important than the relationship with others in the building?
12. What is it that I really expect from other team members when I have a problem or am upset?
13. How will we work together to establish team goals?

Occasionally, some teams will not gel and their meetings will be little more than occasions for superficial discussions of topics to be recorded on a log for submission to the principal. Most teams, however, will become strong, mutual support systems wherein teachers talk openly and honestly about cognitive as well as affective topics.

Section I: Activity 6

Notes: Guidelines for How the Work Will Be Done

- A. The Decision Process:
- B. The Primary Work Method:
- C. How We Will Ensure Open and Honest Communication:
- D. How We Will Resolve Differences:
- E. How We Will Ensure Completion of Work:
- F. How We Will Change Things That Are Not Working:

An example for "E"

ACTION SUMMARY (Per Meeting)

<u>Decision</u>	<u>Who Will Do What</u>	<u>Completion Date</u>	<u>Progress Report Date</u>
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PLANNING TIMELINE

(Month)

(Month)

(Month)

(Deadline Dates)
(What will happen on each date)

Section II: Conducting Needs Assessments

Section II: Activity 7

TIME	PURPOSE	SETTING	MATERIALS
5 hours	<ul style="list-style-type: none">• To define needs assessment concepts• To explain steps in conducting a needs assessment• To describe the strategies and instruments used in needs assessments• To apply the results of needs assessments in providing assistance to schools		

Describe activity Conduct this section using the *Skills Packet: Needs Assessment*

Section III: Developing Vision and Mission Statements

Section III: Activity 8

TIME	PURPOSE	SETTING	MATERIALS
60 minutes	To define vision To develop an understanding of the importance of having a vision To define mission To understand the importance of having a mission	Individuals Small groups Whole groups	5" x 8" index cards Audio/video tape or handout of Dr. King's, "I have a Dream" speech Transparencies -Nature of Visions -Vision Statements 1, 2, 3, & 4 Notes -Getting the Vision -District Mission and/or Building Mission Chart Paper Colored Markers Masking Tape

Describe activity
 5" x 8" index cards for each participants

Participants should have thoroughly read the section in their notebooks on vision and mission prior to this session.

Open this session by giving each participant a 5" x 8" index card.

Tell participants to close their eyes and imagine they are anywhere else they'd like to be. (30 seconds) Ask them to bring this vision to life.

Give directions

Give participants these directions:

In the center of the card, write your first name.

In upper left corner, draw a picture of the place you'd like to be right now

In lower left corner, draw a picture of how you will get there (i.e. mode of transportation, magic wand, etc.)

In upper right corner, draw a picture of your primary activity while there

In the lower right corner, draw a picture of what you hope to accomplish while you are there.

Give participants four minutes to complete this activity.

Process activity in large group

Ask participants to mingle and find other participants with at least two visions similar to theirs.

Regroup

After three minutes, ask participants to group themselves according to grade-level or subject area (whichever grouping process is more appropriate for this site). Designate tables for each group.

Describe activity

Dr. King's speech (tape/notes)
Tape recorder/VCR
Chart paper, colored markers

Play a portion of Dr. Martin Luther King, Jr.'s "*I Have a Dream*" speech. (If audio or video tape are not available, use notes).

Ask each table to write a definition of vision on chart paper. Allow three minutes.

Monitor

Move around to determine which groups' definitions are most appropriate.

Process activity in large group

Masking tape

Ask volunteers to share their definitions with the whole group.

Discuss groups' definitions and clarify any questions or concerns.

Post charts.

Describe activity

Transparencies-Nature of Visions Journals

Ask participants if it is necessary that schools/school systems have visions. Why? Using the transparencies, discuss the information on *The Nature of Visions*. Refer participants to the same information in their notebooks.

Ask each participant to think about one or two visions he/she has for students this school year. Ask them to write or draw these visions in their journal under the heading My Vision(s). How will students benefit from these visions? Capture the essence of your vision in a statement.

Allow five minutes for this activity.

Process activity in whole group

Transparencies-Nature of Visions, Vision Statements

Using the Transparencies-*The Nature of Visions* and *Vision Statement*-lead participants in an in-depth discussion of the importance of having vision.

Describe the activity

Notes-District Mission
Chart paper, colored markers

Refer participants to material in their notebooks by Lezotte entitled *District Mission...*

Each group (same grade level or subject area) is responsible for teaching the entire group one of the pages, 42 – 47. Make page assignments. Participants are asked to use a graphic organizer to record key points.

Be sure each group has chart paper and colored markers.

Allow fifteen minutes for this activity.

Monitor

Monitor to provide feedback and to ensure smooth flow of activity.

Process in large group

Ask each group to share their group's information.

Allow for any discussion.

Post charts.

Summarize

Transparencies-Mission
Notes-Mission

Using the Transparencies on Mission, summarize major points. Refer participants to the same information in their notebooks.

Discuss the examples of mission statements in the handouts. Using the example from Green School ask participants these questions:

- *Who will deliver the service?*
 - *Who will benefit?*
 - *What is the nature of the service?*
 - *What constitutes observable evidence?*
 - *What is the level of accountability?*
-

Ask questions, concerns, or observations

Ask participants for any questions, concerns, or observations they may have about visions or missions.

Break

Take a ten minute break.

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Section III: Activity 8
Transparency: The Nature of Visions

- **Visions have been described as “blueprints for a desired state.”**

- **Visions are “images of preferred conditions that we work to achieve in the future;” our “overarching goals;” a “mental journey from the known to the unknown.”**

- **Visions are “a target that beckons” which provides a clear picture or image of a condition that has not happened yet; based on standards of excellence, value and choice, and having a quality of uniqueness appropriate to the individual organization and setting.**

Section III: Activity 8
Transparency: Vision Statement 1

- **Doctor's Hospital of Sarasota:**

We will be the leading health care provider by consistently emphasizing customer satisfaction and operational excellence in our response to new and changing demands.

Section III: Activity 8
Transparency: Vision Statement 2

- **ASCD Statement 2000**

ASCD is committed to becoming a world leader among professional organizations, supporting educators' efforts to develop learning environments in which all learners succeed. Reflecting our best knowledge about learning processes, these environments will be cooperative, interactive, rigorous, and responsive to the needs of the diverse learners.

Section III: Activity 8
Transparency: Vision Statement 3

- **EES**

EES will be an educational center which provides a safe, caring and enriching atmosphere for all learners. School, home and community will collaborate to ensure optimal development of educational skills and values which will promote successful, lifelong learning.

Section III: Activity 8
Transparency: Vision Statement 4

- **WES**

WES will be a school which supports maximum learning for all students, enabling them to become lifelong learners and productive citizens.

Section III: Activity 8

Notes: Martin Luther King, "I Have a Dream" Speech

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon of hope to millions of slaves, who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. But one hundred years later, the colored America is still not free. One hundred years later, the life of the colored American is still sadly crippled by the manacle of segregation and the chains of discrimination.

One hundred years later, the colored American lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the colored American is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our Nation's Capital to cash a check. When the architects of our great republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.

This note was a promise that all men, yes, black men as well as white men, would be guaranteed to the inalienable rights of life liberty and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given its colored people a bad check, a check that has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check, a check that will give us upon demand the riches of freedom and security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is not time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism.

Now is the time to make real the promise of democracy.

Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice.

Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.

Now is the time to make justice a reality to all of God's children.

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of its colored citizens. This sweltering summer of the colored people's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. Those who hope that the colored Americans needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual.

There will be neither rest nor tranquility in America until the colored citizen is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

We cannot be satisfied as long as the colored person's basic mobility is from a smaller ghetto to a larger one.

We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "for white only."

We cannot be satisfied as long as a colored person in Mississippi cannot vote and a colored person in New York believes he has nothing for which to vote.

No, no we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of your trials and tribulations. Some of you have come from areas where your quest for freedom left you battered by storms of persecutions and staggered by the winds of police brutality.

You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our modern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair. I say to you, my friends, we have the difficulties of today and tomorrow.

I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed. We hold these truths to be self-evident that all men are created equal.

I have a dream that one day out in the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by their character.

I have a dream today.

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; that one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be engulfed, every hill shall be exalted and every mountain shall be made low, the rough places will be made plains and the crooked places will be made straight and the glory of the Lord shall be revealed and all flesh shall see it together.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope.

With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to climb up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my father's died, land of the Pilgrim's pride, from every mountainside, let freedom ring!"

And if America is to be a great nation, this must become true. So let freedom ring from the hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvacious slopes of California.

But not only that, let freedom, ring from Stone Mountain of Georgia.

Let freedom ring from every hill and molehill of Mississippi and every mountainside.

When we let freedom ring, when we let it ring from every tenement and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old spiritual, "Free at last, free at last. Thank God Almighty, we are free at last."

Section III: Activity 8

Notes: Getting the Vision

Think:

Imagine yourself looking down at your community ten years from now.

- What will learning areas look like?
- What will teachers be doing?
- What will students be doing?
- What will students be learning?
- How will students be learning?
- If you could interview some students about what the school has done for them, what would they say?
- How do teachers interact with students?
- How do teachers interact with other teachers?
- How are parents and community members involved?
- How are people working together?
- How is education better than today?

Section III: Activity 8

Notes: District Mission and/or Building Mission

Lezotte and Maksimowicz (1989) describe the building's mission statement as the "centering piece" or the ideal toward which the building is moving. Bennis and Nanus, writing in their book *Leaders*, (1985) indicate that effective organizations, either businesses or schools, have a clear sense of what they are about - or what their mission is. A clear and focused mission is the framework around which the effective organization is developed.

The mission statement is the *foundation* of the building plan. It provides direction to the plan and clearly indicates that which the staff cares most about. These beliefs or shared values of the staff are expressed in terms which lead to learner goals and expected student outcomes. If the district has developed a mission statement, the building mission statement will need to incorporate the key district expectations.

- The energy for internal school renewal comes from the discrepancy that the members of the school community feel between where they are and where they would like to be-the ideal. Consensus on the mission is critical to the long term success of the process.
- It is important to remember that the greatest value in creating a mission statement pertains to the staff discussions surrounding its creation. These discussions are concerned with the basic beliefs of staff regarding teaching for learning for all. The resulting mission statement provides the basis for identifying the discrepancies between where we are and where we want to be.
- If a mission statement is to be a guideline and provide a sense of direction for staff, then it must be lived. This means that not only should the mission be prominently displayed on posters, in newsletters, etc., it should also begin to be reflected in staff, student, and central office behaviors. For example, if a staff has expressed the belief that all students can learn, do the practices of all staff reflect this belief?
- A thought to keep in mind - it's possible for one school to have a *written* mission statement without reflecting that mission in attitudes and behaviors; while the school down the street may have no *written* mission statement, but staff, student, and community behaviors

continually reflect their strong belief that all students can learn. In other words, what is written on paper is not nearly as important as the beliefs which are in the hearts and minds of the stakeholders.

- The development of a mission statement may be the first "formal" effective schools activity that includes input from the entire building staff. The process can set the stage for the future direction of the school improvement activities. Staff discussion of the values and purpose of the school is critical and should be solicited by the school improvement team. While the team may make the initial attempt at putting the shared purpose in written form, remember that a mission statement remains a *draft* until a final endorsement is given by the building staff.

Development. The effective schools framework for school improvement asks that two questions be answered: "What is it that we want our students to know and be able to do?" (i.e., effective at what?) and "From which students do we expect this learning?" (i.e., effective for whom?) These questions should be answered in the school's mission statement and subsequently reflected in its identified essential student learnings.

Mission statements may vary in their wording and format. However, each mission statement should embody the answers to these questions:

1. Who will deliver the service?
2. Who will benefit?
3. What is the nature of the service?
4. What constitutes observable evidence?
5. What is the level of accountability?

The following example of a mission statement has been adapted from one developed by an elementary school staff and illustrates how the above questions are answered.

"The staff of Green School believes that ALL students can learn and can achieve mastery of essential skills. We believe that our school's purpose is to educate all students to high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes. We accept this responsibility to teach all students the essential curriculum."

Critical Attributes of School Mission

1. Who will **deliver** service?

"staff of Green School"

2. Who will **benefit**?

"ALL students"

3. What is the **nature** of the service?

"purpose is to educate"

4. What constitutes observable **evidence**?

"achieve mastery of essential skills"

"positive growth in social/emotional behaviors and attitudes"

5. What is the **level of accountability**?

"we accept responsibility to teach all students"

NOTE: No weasel words!!

A mission statement may go through many revisions until a version emerges which is wholeheartedly "bought" by the majority of staff. It is important to take the time needed for an open and free discussion of the staff values and how they are reflected in the school's mission.

The following example shows one way a school solicited input from staff, after initial discussions, in order to have everyone involved in the creation of its mission statement. It represents yet another process designed to solicit staff input and, hopefully, increases the staff's level of understanding of, and commitment to, the school mission.

SIP COMMITTEE - Mission Statement Proposal, May 3, 1988

Third Draft

The staff of the _____ Middle School is devoted to preparing all students in the areas of basic academic achievement, healthy physical and emotional development and appropriate social interactions in order to enhance the development of each individual's unique potential in the transition from elementary school to high school.

Fourth Draft

The staff of the _____ Middle School is devoted to helping all students achieve positive growth in the cognitive, affective, and physical domains in order to enhance the development of each individual's unique potential in the transition from elementary school to high school.

Please complete the following:

I like the words: _____

I would like to see the words that follow changed: _____

I offer this version of a mission statement to be considered: _____

Please circle your response.

I can live with the mission statement (fourth draft) as proposed by the SIP committee.

YES

NO

Name (optional)

Date

Endorsement and Celebration. Once the mission statement has been endorsed it is time to celebrate! Promote the expressed beliefs so that everyone in the school and community will know in what direction the school is headed. Be creative-the limit is just your imagination. Here are a few suggestions from a school district in California: (Leadership Conference, Ventura, California)

1. Back-to-school banners
2. Book covers
3. Printed on city utility bills
4. Logos on cafeteria and office walls
5. Bumper stickers - T-shirts
6. Post on buses
7. Pencils, mugs
8. Post at supermarkets, post office

One school in Battle Creek, Michigan had an official ceremony at which the "old beliefs" of the school were buried. To foster a sense of family and a spirit of working together, staff, parents and students prepared and shared a Thanksgiving dinner. Prior to the meal, however, an assembly was held to review the building mission statement. The school improvement team led staff and students in a discussion related to reviewing the past and looking to the future. Ideas were shared which reflected the changes needed in order to actually "live" the building's mission. Placing a coffin on the stage the students "buried" old attitudes like apathy, poor grades, and put-downs, to replace them with efforts to make the honor roll, positive school spirit and positive peer interactions.

Section III: Activity 9

TIME	PURPOSE	SETTING	MATERIALS
90 minutes	<ul style="list-style-type: none"> • To review guidelines for developing a mission statement • To write a mission statement 	Individuals Small groups Whole group	Chart paper Colored markers Masking tape Post-it notes Transparencies -Components of Mission Statements -Guidelines for Developing a Mission Statement Notes -Drafting a Mission Statement

Review

Transparencies-
 Components of
 Mission Statements;
 Guidelines for
 Developing a Mission
 Statement

Using the *Transparency-Components of Mission Statements*-review how to develop mission statements:

- *Who will deliver the service?*
- *Who will benefit?*
- *What is the nature of the service?*
- *What constitutes observable evidence?*
- *What is the level of accountability?*

Review with participants the *Transparency-Guidelines for Developing a Mission Statement*:

The statement should:

- *clearly represent the direction of the team's work efforts*
- *be specific and succinct*
- *be free of jargon, acronyms, and "insider" language*
- *be agreed upon and endorsed by all members of the group*
- *be developed through a group process*

Ask for questions,
 concerns, or
 observations

Address any questions, concerns, or observations participants may have.
 Clarify.
 Refer participants to *Notes-Drafting a Mission Statement*.

Describe activity

Tell participants that they will now have the opportunity to

	develop their own mission statements.
Give directions Chart paper for each group, colored markers	<p>Divide participants into heterogeneous groups (by grade-level, subject-area, or job).</p> <p>Each group will create a mission statement for the school and record on chart paper.</p> <p>Allow 30 minutes for this activity.</p>
Monitor	Monitor to keep activity running smoothly.
Process activity in small groups Masking tape Post-it notes	<p>Have each group post their statement around the room in clockwise positions (i.e. 12:00 o'clock, 3:00 o'clock, 6:00 o'clock, etc.).</p> <p>Each group will be responsible for editing another group's statement. They will use post-it notes to record comments and or suggestions for improvement on the chart.</p> <p>After completion of this process, each group will retrieve its mission statement and using feedback from the other groups, revise or rewrite their mission statement.</p> <p>Post revised statements.</p>
Process activity in large group	Ask each table to share their statements with the entire group.
Process activity in small groups	<p>Ask each group to use information from all statements to develop one mission statement to be used by the school.</p> <p>Groups should post statements when completed.</p>
Monitor	Monitor to ensure smooth flow. Provide feedback to groups.
Process activity in large group	<p>Read all statements. Ask groups to come to consensus on the preferred mission statement. (Some revision may still be necessary.) If so, assign to small group. Repeat process.</p> <p>Post.</p>

Reflection

Ask participants how we are doing in fulfilling our training goals?

What's going well?

What's not going so well?

What modifications do we need to make?

Section III: Activity 9

Transparency: Components of a Mission Statement

- Who will deliver the service?
- Who will benefit?
- What is the nature of the service?
- What constitutes observable evidence?
- What is the level of accountability?

Section III: Activity 9

Transparency: Guidelines for Developing a Mission Statement

The statement should:

- clearly represent the direction of the team's work efforts
- be specific and succinct
- be free of jargon, acronyms, and "insider" language
- be agreed upon and endorsed by all members of the collaborative.
- be developed through a group process

Section III: Activity 9

Notes: Drafting a Mission Statement

The statement should:

- clearly represent the direction of the team's work effort
- be specific and succinct
- be free of jargon, acronyms, and insider language
- be agreed upon and endorsed by all representatives
- be developed through group process

Writing a Mission Statement

The Mission of this group is...

(Describe the planned action)

...for...

(Describe the targeted recipients of your work)

...in order to...

(Describe the ideal end results of your work)

Writing Related Goals

Using this mission statement, articulate two related goal statements.

Goal 1:

Goal 2:

Section IV: Setting Goals

Section IV: Activity 10

TIME	PURPOSE	SETTING	MATERIALS
70 minutes	<ul style="list-style-type: none"> • To build on the ideas of other group members • To review the definition and purpose of needs assessment • To use the results of a needs assessment to set improvement goals 	Individuals Small group Whole group	Homework sheet Transparencies -Two Key Concepts -Guidelines for Setting Goals Notes -Develop Improvement Objectives -Test data

Prior reading
 Notes-Develop Improvement Objectives

All participants are to have thoroughly read the section in their notebooks on Setting Goals, specifically Develop Improvement Objectives, prior to this session.

Distribute handouts

Distribute homework sheets to participants.

Individual reflection
 Homework sheet

Ask each participant to complete, individually, the homework sheet, Setting Goals. Allow ten minutes for this activity.

Monitor

Monitor until activity is finished.

Describe activity

Ask each participant to number 1, 2, or 3.

Participants will now group themselves according to their number. All number 1s will form a group; all numbers 2s will form a group, etc.

Give directions
 Chart paper for each group, colored markers

Each group will use a graphic organizer on chart paper to teach the answer to their question to the whole group.

Suggested organizers are the fishbone, concept map, or flow chart.

Get into groups

Allow participants to get into their groups to complete the assignment.

Limit time to 15 minutes for this task.

Monitor	Monitor and provide feedback.
Process activity in large group	Review homework sheet in whole group. Taking the questions in sequential order, ask each group to teach their answer. Each group will have 2 minutes.
Summarize Transparencies-Two Key Concepts; Setting Goals	Use the transparencies- <i>Two Key Concepts-and-Guidelines for Setting Goals</i> -to summarize this section. Provide clarity.
Break	Take a 10 minute break.
Get into new groups	Ask participants to get into their grade level, subject area, or job group.
Describe activity Test data	Ask participants to write improvement goals using test data from their school (if available) or the school data provided in their notebooks. Provide 45 minutes for this task.
Monitor	Monitor to ensure conformity to guidelines.
Process activity in small groups	Allow groups to edit each others' goals. Put assignment aside. Goals will be used in a later activity.
Assign homework	Ask participants to read the section in their notebooks, <i>Basing the Plan on Research</i> .



Section IV: Activity 10

Transparency: Two Key Concepts

- Goals are reached through actions
- Planned actions are more effective than random acts of improvement

Section IV: Activity 10
Transparency: Guidelines for Setting Goals

- **Realistic**
- **Attainable**
- **Based on identifiable needs**
- **Clear and succinct**

Section IV: Activity 10

Notes: Develop Improvement Objectives

It is important to remember that school improvement based on effective schools research is "data-driven." According to Lezotte and Bancroft (1985), "This means that local school instructional decision making is dependent upon the weight of measurable or observable evidence. Data-driven evidence is useful for planned change. It provides answers that transcend more subjective professional judgments or opinions."

After the school improvement team has collected, disaggregated, and analyzed student performance data, these data form the base for specific improvement objectives. The objectives then become the focal point of the school plan. The written plan is **NOT** an end in itself; it is a communication tool. The plan will serve as the vehicle for a staff to use in closing the gap between where the student data indicate the school is and where the mission statement indicates the school wants to be.

Writing Improvement Objectives. Since the primary evidence of school improvement is based on improved student outcomes, it is suggested that the improvement objectives be determined by considering the criteria below. The improvement objectives:

1. should link back to the stated purpose or mission which expresses the core values of the school,

2. should derive from a careful analysis of the current student outcome data which determine strengths and weaknesses,
3. should be stated in terms of student learnings, and
4. should be reflected, not in a test score, but in a core body of knowledge to be learned. In other words, a test score is the *evidence* that an improvement objective is or is not being met. For example, "students will master the essentials of the fourth-grade math curriculum;" not, "students will perform above the 40th percentile on the SAT."

These criteria should be tempered by a caution from Ron Edmonds (1982) that "no local school plan should depend on changes over which the local school does not have control."

How to Write an Improvement Objective

FIRST STEP

The first step in formulating an improvement objective is to determine if a problem really exists. To make this determination, the school improvement team must examine the disaggregated data and list the *specific, observable evidence that a problem exists*. If there is a concern in an area in which no assessment evidence presently exists at the school (e.g., writing skills), the staff should present what evidence *does* exist (e.g., grades, writing samples, etc.), to determine more clearly the nature and extent of the problem. The data to be

examined should have been collected over a period of time (two to three years) to ascertain that the problem is not a "fluke" or a "once-in-a-lifetime" situation.

To learn if the data indicate that a problem exists, it is necessary to answer three questions (Sudlow and Rock, 1989):

1. Is there a problem?

- List specific, observable data over time that indicate that a problem exists.

2. Why might the problem exist?

- List the possible school-based causes/sources of the problem.

3. What are the consequences or effects of the problem?

- List specifically who and/or what is affected by the problem.

1. Is there a problem?

Note: This is an abbreviated version of data interpretation.

Example:

Data Interpretation

- Fourth-grade SAT mathematics test results show that, over the past three years, an average of 72 percent of the girls' scores are in the 40th percentile or below. The 40th percentile was our definition of mastery.
- The same test results show that an average of 76 percent of the boys' scores are in the 40th percentile or above.
- SAT item analysis reveals that the girls are performing less well than the boys in two specific mathematics areas — fractions and problem solving.
- Additional disaggregation shows that of those girls in the 40th percentile or below:
 - 95 percent are absent more than 10 days per semester.
 - 90 percent are from poor families (based on free or reduced lunch).
- Additional student data indicate that approximately 40 percent of the girls in Grades 2, 3, 4, and 5 receive less than a C grade on report cards in mathematics. This compares to 22 percent for boys.
- Analysis of the correlate assessment reveals the following:
 - a. More than half (59 percent) of staff believe that students have little enthusiasm for learning.
 - b. Less than one-fourth of staff believe that teachers feel accountable for student achievement.
 - c. One-third (33 percent) of staff are concerned that class time has too many interruptions.
 - d. Few (5 percent) believe that test results are used to modify programs; an overwhelming majority (96 percent) see little overlap between standardized tests and course content.
 - e. Other

Conclusion

In general, the girls in this school do less well in mathematics than the boys. The areas in which the fourth-grade girls are most deficient are fractions and problem-solving. The girls in the lowest percentile on the SAT are frequently absent and are generally from low socioeconomic families.

The Connecticut School Survey suggests three areas of concern to staff: teacher expectations for students and parents, coordination of the instructional program and the testing program, and professional isolation.

Also, our mission statement declares that we will teach ALL students the essential curriculum. Mathematics is valued as a component of this essential curriculum.

Problem Statement (stated in a declarative sentence)

Over the past three years, girls have not mastered the essential mathematics learnings. Evidence indicates that an average of 40 percent of the girls in Grades 2 to 5 received less than a C grade in mathematics; in addition, an average of only 28 percent of the fourth-grade girls scored in the 40th percentile or above on the mathematics section of the SAT.

2. Why might the problem exist?

Example:

- Problems in the SAT test may be of more interest to boys.
- Teachers and parents may not encourage girls to "like" mathematics.
- Texts used in elementary grades may not use problems and examples involving girls.
- There is a need to determine when and how fractions and problem solving skills are taught.
- Math Quiz Bowl sponsors may not encourage girls to participate.
- Teachers may focus math instruction more toward boys.
- Frequent absences cause gaps in learning.
- Other.

Note: See Figure 7 for factors to consider which may contribute to low achievement test results: test administration, objectives, test quality, instructional materials, instructional effectiveness.

3. What are the consequences or effects of the problem?

Example:

- Too many girls are not learning essential math skills.
- Too many girls are unable to learn higher order math effectively without math foundation.
- The number of girls who are able take algebra is limited.
- The number of girls eligible for scholarships to college is limited.
- The number of girls as potential college students is limited.
- Our school is not effective because of the inequity.
- Other.

SECOND STEP

The next step in the planning process is for the school improvement team to take each problem statement and write it as an improvement objective. Since it is a basic belief of effective schools research that the primary evidence of school improvement is improved student outcomes, the improvement objectives should be written in terms of measurable student outcomes, and the objectives should be linked back to the essential student learnings which come from the school's mission.

Some of the objectives will be long-term in nature and some will have short time lines. It is suggested that long-term objectives be expressed in terms of three-to-five years and shorter objectives, from several months to a year or less. Some objectives may be "new" for a school to undertake and others may

be of a "maintenance" nature. The improvement objective should be a specific, measurable statement of what is to be accomplished by a given point in time.

A well written improvement objective will communicate the same intended outcome to everyone who reads it. It should include four components which will answer the questions, WHO? DOES WHAT? WHEN? HOW WILL IT BE MEASURED?

- The WHO relates to the person or persons.
- DOES WHAT is that which is to be known or done.
- WHEN relates to a specific point in time when something will have been learned or done.
- HOW WILL IT BE MEASURED relates to assessment techniques.

Example:

Problem Statement

Over the past three years, girls have not mastered the essential mathematics learnings. Evidence indicates that an average of 40 percent of the girls in Grades 2 to 5 received less than a C grade in mathematics; in addition, an average of only 28 percent of the fourth-grade girls scored in the 40th percentile or above on the mathematics section of the SAT.

Problem Statement Written as an Improvement Objective

By the last week of June 1993, at least 80 percent of the girls in Grades 2 to 5 will have mastered the essential mathematics learnings for their grade level. The evidence used will be end-of-year grades of C or higher in Grades 2 to 5, as well as a score in at least the 40th percentile or above on the SAT for fourth graders.

1. WHO will perform?
80 percent of the Grade 2 to 5 girls.
2. WHAT activity will be performed?
Mastery of the essential mathematics learnings.
3. WHEN will it be performed?
By June 1993.
4. HOW WILL IT BE MEASURED?
Score in the 40th percentile or above on the fourth-grade SAT or have a letter grade of C or higher in mathematics, in Grades 2 to 5.

Staff Involvement. The importance of staff commitment to improving student achievement cannot be overemphasized. Active involvement can help build commitment. One suggestion for involving staff comes from the West Virginia Principals' Academy. (McCue, 1987) "A school improvement team member could chair sub-committees for each problem statement. The data base for each problem would be explained to the total faculty. Questions and comments from the faculty could either be through direct dialogue or by responding on a printed form. The team would then lead the faculty through a process of brainstorming and consensus building in order to narrow the list of problem statements to a manageable number. The term "manageable" is subjective and will vary from school to school, but it is suggested that more than 4 or 5 can often result in an overwhelming task."

Caution! Staff can sometimes become so involved in the process of examining problem areas that the strengths of a school get overlooked. In the analysis of data, it would be highly unusual not to uncover numerous areas in which student outcomes are strong. Be sure to publicize and celebrate these successes! Staff needs to know and savor the strengths of the building, as well as to plan for overcoming the identified areas of weakness.

Section IV: Activity 10

Handout: Homework - Setting Goals

Directions: Answer each question thoroughly.
Be prepared to “teach” your answer to other participants.

1. How should goals for school improvement be decided?

2. What are the guidelines for setting improvement goals?

3. What criteria should be considered to set improvement goals?

4. Identify the steps necessary to write improvement goals:

Section IV: Activity 10
Notes: Sample Test Data

Included in this section are a variety of items that help to characterize the school system.

.....

The 1995 Student Population Comparison shows the racial/ethnic composition of students by percentage in each category for the school system, for the cluster, and for the state.

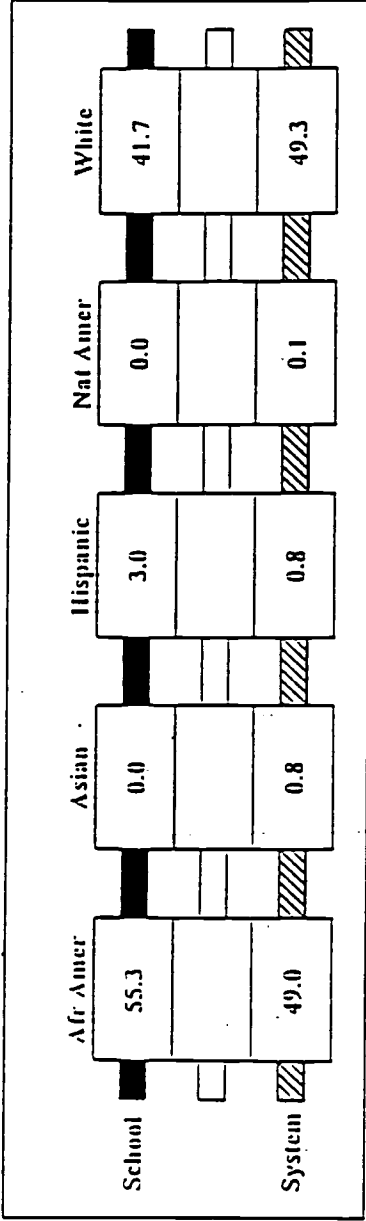
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Additional description of the student composition is provided by other 1995 comparisons. Included are chronic absenteeism, one indicator of family income, and percentages of special populations.

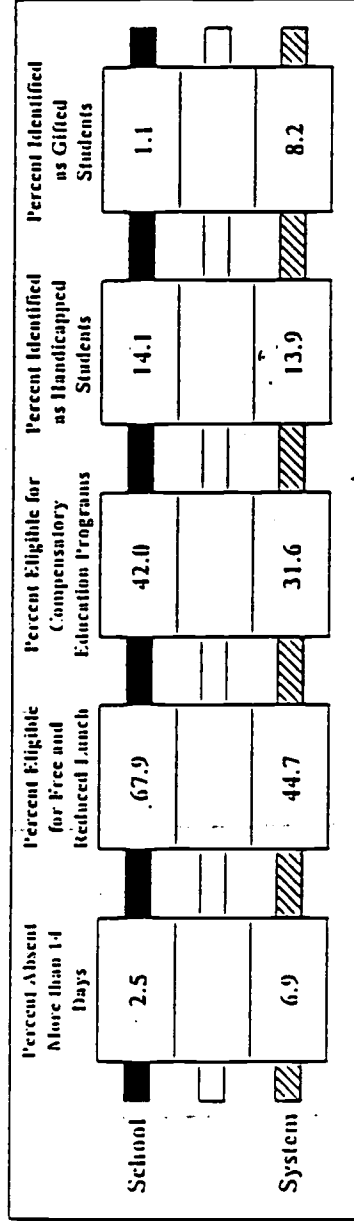
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Trends in student membership are shown at the right, along with information related to parent education, promotions, dropout rate, and certificates and diplomas awarded.

1995 Student Population Comparison



Other 1995 Comparisons



Student Membership	
ADA	444
ADM	464
% Attendance	95.7

Parent Education	
% Less than High School	17.2
% High School	48.9
% Post High School	33.9

Promotions	
Number of Promotions	442
Membership Last Day	455
Promotion Rate	97.1

Certificates and Diplomas	
Certificates	0
Diplomas	0
% Certificates	N/A

Dropout Rate	
Dropout Rate	0

School Staff Resources

All data are from the second month of the school year and are shown in units of full time equivalent.

Administrators (Principal, Assistant Principal)	1	Professional Support (Aide, Coordinator, Consultant, Other)	1
Student Services (Guidance, Psychological, Social)	2	Teacher Assistants	12
Clerical (Secretary, Office Assistant, Technician)	3	Service (Child Nutrition, Skilled Craft, Custodial, Unskilled Labor, Transportation, Other)	12

Teacher Experience (by years)					
<= 1-3	4-5	6-10	11-22	+22	
4	5	5	10	1	
Teacher Education Level					
Less Than Bachelors Degree	Bachelors Degree	Masters Degree	6 Year Level	Doctors Degree	Other
0	18	6	1	0	0
Student Data					
Total Number of Certified Teachers:	25.0	Classes with 1-15 students:	-		
Total Number of Students:	468	Classes with 16-26 students:	-		
Student/Teacher Ratio:	18.7	Classes with > 26 students:	-		
Student/Teacher Ratio includes all certified teachers.					

School: ABCs of Public Education: Growth and Performance Report 1996-97

Grade	Number of Students	Subject	Pre-Test Score	Post-Test Score	Actual Growth	Expected		Exemplary		Difference in Growth	Standard Growth		
						Score	Growth	Score	Growth				
3	90	Reading	134.3	137.1	2.8	141.1	6.8	141.7	7.4	-4.6	-2.41		
		Math	127.4	135.0	7.6	139.2	11.8	140.4	13.0	-5.4	-2.10		
4	75	Reading	139.9	144.9	5.0	145.5	5.6	146.1	6.2	-1.2	-0.94		
		Math	137.2	145.1	7.9	144.9	7.7	145.6	8.4	-0.5	-0.24		
5	60	Reading	144.6	148.6	4.0	149.7	5.1	150.1	5.5	-1.5	-1.23		
		Math	144.9	149.5	4.6	152.5	7.6	153.2	8.3	-3.7	-1.86		
4		Writing	1995 Index = 58.3 1996 Index = 53.0 1997 Index = 38.5		2-Year Index = 48.4 Baseline = 55.7	48.4	-7.4	-1.2	-7.4	-7.4	-1.2		
Composite Score										Expected:	-7.71	Exemplary:	-9.98

Performance Report

Student Performance: 43.1 % in Achievement Level III or IV in Grades 3-8, Reading, Mathematics and Writing.

Percent Tested

Eligible Students: 100 %

The ABCs plan requires that schools tests at least 98% of eligible students to qualify for school incentive awards.

SCHOOL BUILDING IMPROVEMENT REPORT 1996-1997

School Performance by Achievement Level and Subject (for Ethnic and Gender Groups)

School: _____

LEA: _____

Summary: Number of Students Tested

	Level I	Level II	Level III	Level IV
Reading	50	90	85	20
Mathematics	49	77	86	33
Writing	10	47	20	1
Composite %	19.2%	37.7%	33.6%	9.5%

Student Achievement Levels by Ethnicity and Gender (in Percent)¹

	American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Level I	0.0	0.0	13.7	31.5	33.3	90.0	0.0	10.9	13.8	0.0	0.0	100.0	32.6	33.0
Level II	0.0	25.0	41.6	40.9	66.7	10.0	0.0	37.0	39.4	0.0	0.0	100.0	19.6	13.8
Level III	0.0	75.0	39.1	24.2	0.0	0.0	0.0	37.0	39.4	0.0	0.0	100.0	19.6	13.8
Level IV	0.0	0.0	5.6	3.4	0.0	0.0	0.0	19.6	13.8	0.0	0.0	0.0	19.6	13.8

Student Achievement Level by Subject, Ethnicity, and Gender (in Percent)¹

	Reading								Mathematics								Writing							
	Level I		Level II		Level III		Level IV		Level I		Level II		Level III		Level IV		Level I		Level II		Level III		Level IV	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
American Indian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Black	14.7	30.8	44.1	46.2	38.2	21.5	2.9	1.5	16.2	32.3	36.8	29.2	38.2	32.3	8.8	6.2	4.0	31.6	48.0	63.2	44.0	5.3	4.0	0.0
Hispanic	25.0	100.0	75.0	0.0	0.0	0.0	0.0	0.0	25.0	80.0	75.0	20.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Multi-Racial	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0
White	15.0	12.2	21.7	31.7	43.3	43.9	20.0	12.2	10.0	14.6	30.0	22.0	35.0	43.9	25.0	19.5	0.0	16.7	77.8	75.0	22.2	8.3	0.0	0.0
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ A dash (-) indicates no students of this ethnicity in membership. A zero (0) indicates there were students of this ethnicity, but none in this subject or level.

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 122 123

PUBLIC SCHOOLS OF NORTH CAROLINA END-OF-GRADE TESTS -- Spring 1997
 READING AND MATHEMATICS GRADE 3 SUMMARY GOAL REPORT -- Printed 9/17/97

LEA:

hoolName =

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct
=====				
READING (Average of Averages)	137.0	99	56	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			131	49.5
OBJ 2.1: Identify, collect or select information and ideas.			51	52.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			49	46.7
OBJ 2.3: Apply, extend, and expand on information and concepts.			31	49.2
GOAL 3: Use language for critical analysis and evaluation.			37	40.8
MATHEMATICS (Average of Averages)	135.0	99	80	
Math Computation			36	74.6
Math Applications			204	56.8
Goal 1: Identify and use numbers to 1000 and beyond.			24	63.8
GOAL 2: Understanding and use of geometry.			24	73.2
GOAL 3: Understanding of classification, pattern, and seriation.			24	60.8
GOAL 4: Understand and use standard units of metric and customary measure.			36	53.5
GOAL 5: Use mathematical reasoning and solve problems.			36	43.4
GOAL 6: Understand data collection, display, and interpretation.			24	59.9
GOAL 7: Compute with whole numbers.			72	63.8
=====				
	L	M	N	
NUMBER OF STUDENTS	-----	-----	-----	
READING FORM	30	30	39	
=====				

PUBLIC SCHOOLS OF NORTH CAROLINA END-OF-GRADE TESTS -- Spring 1997
 READING AND MATHEMATICS GRADE 4 SUMMARY GOAL REPORT -- Printed 9/17/97

LEA:

choolName =

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct
=====				
READING (Average of Averages)	144.1	80	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			156	54.3
OBJ 2.1: Identify, collect or select information and ideas.			70	58.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			55	51.3
OBJ 2.3: Apply, extend, and expand on information and concepts.			31	50.8
GOAL 3: Use language for critical analysis and evaluation.			39	51.9
MATHEMATICS (Average of Averages)	143.9	80	80	
Math Computation			36	71.5
Math Applications			204	55.5
Goal 1: Identify and use rational numbers.			36	65.4
GOAL 2: Understand and use properties and relationships of geometry.			21	60.5
GOAL 3: Understanding of patterns and relationships			21	48.1
GOAL 4: Understand and use standard units of metric and customary measure.			36	56.4
GOAL 5: Solve problems and reason mathematically.			36	46.9
GOAL 6: Understanding and use of graphing, probability, and statistics.			21	53.2
GOAL 7: Compute with rational numbers.			69	64.0
=====				
NUMBER OF STUDENTS	I	J	L	
MAKING FORM	23	35	22	
=====				

SchoolName =

LEA:

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct
=====				
READING (Average of Averages)	147.7	65	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			12	50.5
GOAL 2: Use language for the acquisition, interpretation, and application of information.			137	53.1
OBJ 2.1: Identify, collect or select information and ideas.			60	58.8
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			51	50.1
OBJ 2.3: Apply, extend, and expand on information and concepts.			26	45.9
GOAL 3: Use language for critical analysis and evaluation.			46	46.6
MATHEMATICS (Average of Averages)	148.6	65	80	
Math Computation			36	49.5
Math Applications			204	43.0
Goal 1: Identify and use rational numbers.			36	44.4
GOAL 2: Understand and use properties and relationships of geometry.			30	49.4
GOAL 3: Understanding of patterns and relationships			24	48.4
GOAL 4: Understand and use standard units of metric and customary measure.			24	33.9
GOAL 5: Solve problems and reason mathematically.			36	40.4
GOAL 6: Understanding and use of graphing, probability, and statistics.			24	41.6
GOAL 7: Compute with rational numbers.			66	46.2
=====				
	I	J	L	
NUMBER OF STUDENTS TAKING FORM	20	20	25	
=====				

SUMMARY STATISTICS*

9 - 16 - 1997

School: 376 Subject: READING G397 Excluding children with less than 106 days in membership

ALL STUDENTS

	All		Male		Female	
Total Number of Scores: -	90		45		45	
Mean Score:	137.0		135.8		138.2	
Standard Deviation:	9.8		9.6		9.9	
Index:	- 37.4		34.1		40.7	
Percent at or above Level III:	35.5%		31.1%		40.0%	
Number/Percent of Scores at						
Level I:	30	33.3%	16	35.5%	14	31.1%
Level II:	28	31.1%	15	33.3%	13	28.9%
Level III:	23	25.5%	11	24.4%	12	26.7%
Level IV:	9	10.0%	3	6.7%	6	13.3%

WHITE

	All		Male		Female	
Total Number of Scores:	42		13		29	
Mean Score:	141.3		143.5		140.3	
Standard Deviation:	9.6		8.8		9.8	
Index:	50.8		59.0		47.1	
Percent at or above Level III:	54.8%		69.2%		48.3%	
Number/Percent of Scores at						
Level I:	9	21.4%	1	7.7%	8	27.6%
Level II:	10	23.8%	3	23.1%	7	24.1%
Level III:	15	35.7%	7	53.8%	8	27.6%
Level IV:	8	19.0%	2	15.4%	6	20.7%

BLACK

	All		Male		Female	
Total Number of Scores:	45		29		16	
Mean Score:	133.7		133.2		134.5	
Standard Deviation:	8.4		8.1		8.9	
Index:	27.4		26.4		29.2	
Percent at or above Level III:	20.0%		17.2%		25.0%	
Number/Percent of Scores at						
Level I:	18	40.0%	12	41.4%	6	37.5%
Level II:	18	40.0%	12	41.4%	6	37.5%
Level III:	8	17.8%	4	13.8%	4	25.0%
Level IV:	1	2.2%	1	3.4%	0	0.0%

* Summary statistics are not shown if the "All" N-count is less than five. Male and Female summary statistics are not shown if either "Male" or "Female" N-counts are less than two.

SUMMARY STATISTICS*

9 - 16 - 1997

School: 376 Subject: READING G497 Excluding children with less than 106 days in membership

ALL STUDENTS

	All		Male		Female	
Total Number of Scores:	75		33		42	
Mean Score:	144.3		141.0		146.9	
Standard Deviation:	8.8		8.3		8.3	
Index:	49.3		40.4		56.3	
Percent at or above Level III:	49.3%		36.4%		59.5%	
Number/Percent of Scores at						
Level I:	9	12.0%	6	18.2%	3	7.1%
Level II:	29	38.7%	15	45.5%	14	33.3%
Level III:	29	38.7%	11	33.3%	18	42.8%
Level IV:	8	10.7%	1	3.0%	7	16.7%

WHITE

	All		Male		Female	
Total Number of Scores:	30		12		18	
Mean Score:	147.9		143.7		150.7	
Standard Deviation:	7.6		7.6		6.2	
Index:	60.0		47.2		68.5	
Percent at or above Level III:	63.3%		41.7%		77.8%	
Number/Percent of Scores at						
Level I:	1	3.3%	1	8.3%	0	0.0%
Level II:	10	33.3%	6	50.0%	4	22.2%
Level III:	13	43.3%	4	33.3%	9	50.0%
Level IV:	6	20.0%	1	8.3%	5	27.8%

BLACK

	All		Male		Female	
Total Number of Scores:	42		19		23	
Mean Score:	142.4		139.7		144.6	
Standard Deviation:	8.6		8.2		8.3	
Index:	43.7		36.8		49.3	
Percent at or above Level III:	40.5%		31.6%		47.8%	
Number/Percent of Scores at						
Level I:	6	14.3%	4	21.0%	2	8.7%
Level II:	19	45.2%	9	47.4%	10	43.5%
Level III:	15	35.7%	6	31.6%	9	39.1%
Level IV:	2	4.8%	0	0.0%	2	8.7%

* Summary statistics are not shown if the "All" N-count is less than five. Male and Female summary statistics are not shown if either "Male" or "Female" N-counts are less than two.

SUMMARY STATISTICS*

9 - 16 - 1997

School: 376 Subject: READING G597 Excluding children with less than 106 days in membership

ALL STUDENTS

	All		Male		Female	
Total Number of Scores:	60		25		35	
Mean Score:	148.2		147.1		149.0	
Standard Deviation:	6.8		7.9		5.7	
Index:	48.9		45.3		51.4	
Percent at or above Level III:	53.3%		48.0%		57.1%	
Number/Percent of Scores at						
Level I:	6	10.0%	4	16.0%	2	5.7%
Level II:	22	36.7%	9	36.0%	13	37.1%
Level III:	30	50.0%	11	44.0%	19	54.3%
Level IV:	2	3.3%	1	4.0%	1	2.8%

WHITE

	All		Male		Female	
Total Number of Scores:	26		14		12	
Mean Score:	149.5		147.6		151.8	
Standard Deviation:	8.3		9.4		6.0	
Index:	53.8		47.6		61.1	
Percent at or above Level III:	69.2%		57.1%		83.3%	
Number/Percent of Scores at						
Level I:	4	15.4%	3	21.4%	1	8.3%
Level II:	4	15.4%	3	21.4%	1	8.3%
Level III:	16	61.5%	7	50.0%	9	75.0%
Level IV:	2	7.7%	1	7.1%	1	8.3%

BLACK

	All		Male		Female	
Total Number of Scores:	32		11		21	
Mean Score:	147.3		146.4		147.7	
Standard Deviation:	5.2		5.4		5.1	
Index:	45.8		42.4		47.6	
Percent at or above Level III:	43.8%		36.4%		47.6%	
Number/Percent of Scores at						
Level I:	2	6.2%	1	9.1%	1	4.8%
Level II:	16	50.0%	6	54.5%	10	47.6%
Level III:	14	43.8%	4	36.4%	10	47.6%
Level IV:	0	0.0%	0	0.0%	0	0.0%

* Summary statistics are not shown if the "All" N-count is less than five. Male and Female summary statistics are not shown if either "Male" or "Female" N-counts are less than two.

SUMMARY STATISTICS*

9 - 16 - 1997

School: 376 Subject: MATH G397 Excluding children with less than 106 days in membership

ALL STUDENTS

	All		Male		Female	
Total Number of Scores:	90		45		45	
Mean Score:	135.0		134.6		135.4	
Standard Deviation:	12.8		12.9		12.7	
Index:	45.9		44.4		47.4	
Percent at or above Level III:	44.4%		44.4%		44.4%	
Number/Percent of Scores at						
Level I:	21	23.3%	12	26.7%	9	20.0%
Level II:	29	32.2%	13	28.9%	16	35.5%
Level III:	25	27.8%	13	28.9%	12	26.7%
Level IV:	15	16.7%	7	15.6%	8	17.8%

WHITE

	All		Male		Female	
Total Number of Scores:	42		13		29	
Mean Score:	138.3		142.8		136.3	
Standard Deviation:	12.4		11.9		12.0	
Index:	56.3		66.7		51.7	
Percent at or above Level III:	59.5%		76.9%		51.7%	
Number/Percent of Scores at						
Level I:	6	14.3%	1	7.7%	5	17.2%
Level II:	11	26.2%	2	15.4%	9	31.0%
Level III:	15	35.7%	6	46.2%	9	31.0%
Level IV:	10	23.8%	4	30.8%	6	20.7%

BLACK

	All		Male		Female	
Total Number of Scores:	45		29		16	
Mean Score:	132.7		132.1		133.8	
Standard Deviation:	12.5		11.7		13.8	
Index:	38.5		37.9		39.6	
Percent at or above Level III:	33.3%		34.5%		31.2%	
Number/Percent of Scores at						
Level I:	13	28.9%	9	31.0%	4	25.0%
Level II:	17	37.8%	10	34.5%	7	43.8%
Level III:	10	22.2%	7	24.1%	3	18.8%
Level IV:	5	11.1%	3	10.3%	2	12.5%

* Summary statistics are not shown if the "All" N-count is less than five. Male and Female summary statistics are not shown if either "Male" or "Female" N-counts are less than two.

SUMMARY STATISTICS*

9 - 16 - 1997

School: 376 Subject: MATH G497 Excluding children with less than 106 days in membership

ALL STUDENTS

	All		Male		Female	
Total Number of Scores:	75		33		42	
Mean Score:	144.3		141.4		146.5	
Standard Deviation:	10.8		10.8		10.2	
Index:	53.8		43.4		61.9	
Percent at or above Level III:	58.7%		48.5%		66.7%	
Number/Percent of Scores at						
Level I:	13	17.3%	9	27.3%	4	9.5%
Level II:	18	24.0%	8	24.2%	10	23.8%
Level III:	29	38.7%	13	39.4%	16	38.1%
Level IV:	15	20.0%	3	9.1%	12	28.6%

WHITE

	All		Male		Female	
Total Number of Scores:	30		12		18	
Mean Score:	148.3		144.8		150.7	
Standard Deviation:	9.4		10.1		8.0	
Index:	64.4		50.0		74.1	
Percent at or above Level III:	66.7%		50.0%		77.8%	
Number/Percent of Scores at						
Level I:	2	6.7%	2	16.7%	0	0.0%
Level II:	8	26.7%	4	33.3%	4	22.2%
Level III:	10	33.3%	4	33.3%	6	33.3%
Level IV:	10	33.3%	2	16.7%	8	44.4%

BLACK

	All		Male		Female	
Total Number of Scores:	42		19		23	
Mean Score:	142.4		140.3		144.1	
Standard Deviation:	10.5		10.6		10.1	
Index:	49.2		42.1		55.1	
Percent at or above Level III:	57.1%		52.6%		60.9%	
Number/Percent of Scores at						
Level I:	9	21.4%	6	31.6%	3	13.0%
Level II:	9	21.4%	3	15.8%	6	26.1%
Level III:	19	45.2%	9	47.4%	10	43.5%
Level IV:	5	11.9%	1	5.3%	4	17.4%

* Summary statistics are not shown if the "All" N-count is less than five. Male and Female summary statistics are not shown if either "Male" or "Female" N-counts are less than two.

SUMMARY STATISTICS*

9 - 16 - 1997

School: 376 Subject: MATH G597 Excluding children with less than 106 days in membership

ALL STUDENTS

	All		Male		Female	
Total Number of Scores:	60		25		35	
Mean Score:	148.9		148.3		149.4	
Standard Deviation:	8.3		9.3		7.4	
Index:	45.6		45.3		45.7	
Percent at or above Level III:	50.0%		56.0%		45.7%	
Number/Percent of Scores at						
Level I:	11	18.3%	7	28.0%	4	11.4%
Level II:	19	31.7%	4	16.0%	15	42.8%
Level III:	27	45.0%	12	48.0%	15	42.8%
Level IV:	3	5.0%	2	8.0%	1	2.8%

WHITE

	All		Male		Female	
Total Number of Scores:	26		14		12	
Mean Score:	151.3		150.4		152.4	
Standard Deviation:	8.1		8.9		6.8	
Index:	52.6		52.4		52.8	
Percent at or above Level III:	61.5%		64.3%		58.3%	
Number/Percent of Scores at						
Level I:	4	15.4%	3	21.4%	1	8.3%
Level II:	6	23.1%	2	14.3%	4	33.3%
Level III:	13	50.0%	7	50.0%	6	50.0%
Level IV:	3	11.5%	2	14.3%	1	8.3%

BLACK

	All		Male		Female	
Total Number of Scores:	32		11		21	
Mean Score:	147.3		145.5		148.2	
Standard Deviation:	8.1		9.1		7.4	
Index:	40.6		36.4		42.9	
Percent at or above Level III:	43.8%		45.5%		42.8%	
Number/Percent of Scores at						
Level I:	7	21.9%	4	36.4%	3	14.3%
Level II:	11	34.4%	2	18.2%	9	42.8%
Level III:	14	43.8%	5	45.5%	9	42.8%
Level IV:	0	0.0%	0	0.0%	0	0.0%

* Summary statistics are not shown if the "All" N-count is less than five. Male and Female summary statistics are not shown if either "Male" or "Female" N-counts are less than two.

*SUMMARY STATISTICS

9 - 16 - 1997

Page 1

School: 740 376 Subject: WRITING 4 W4097
ALL STUDENTS

Total Number of Students Index	All		Male		Female	
	N	Percent	N	Percent	N	Percent
	78		33		45	
	38.5		29.3		45.2	
At or Above 2.5	21	26.9	4	12.1	17	37.8
Level I (0-1, 6-8)	10	12.8	8	24.2	2	4.4
Level II (1.5, 2)	47	60.2	21	63.6	26	57.8
Level III (2.5, 3)	20	25.6	4	12.1	16	35.5
Level IV (3.5, 4)	1	1.3	0	0.0	1	2.2
Conventions**						
++	60	76.9				
+-	11	14.1				
-+	2	2.6				
--	5	6.4				

WHITE

Total Number of Students Index	All		Male		Female	
	N	Percent	N	Percent	N	Percent
	30		12		18	
	36.7		30.6		40.7	
At or Above 2.5	5	16.7	1	8.3	4	22.2
Level I (0-1, 6-8)	2	6.7	2	16.7	0	0.0
Level II (1.5, 2)	23	76.7	9	75.0	14	77.8
Level III (2.5, 3)	5	16.7	1	8.3	4	22.2
Level IV (3.5, 4)	0	0.0	0	0.0	0	0.0
Conventions**						
++	25	83.3				
+-	5	16.7				
-+	0	0.0				
--	0	0.0				

- * Summary statistics are not shown if the "All" N-count is less than five. Male and Female summary statistics are not shown if either "Male" or "Female" N-counts are less than two.
- ** Conventions (sentence formation, usage, and mechanics) are scored by two readers using the ratings of + for a reasonable and acceptable level of proficiency, and - for not a reasonable and acceptable level of proficiency.

*SUMMARY STATISTICS

School: 740 376 Subject: WRITING 4 W4097
 BLACK

Total Number of Students Index	All		Male		Female	
	N	Percent	N	Percent	N	Percent
	44		19		25	
	38.6		24.6		49.3	
At or Above 2.5	13	29.5	1	5.3	12	48.0
Level I (0-1, 6-8)	7	15.9	6	31.6	1	4.0
Level II (1.5, 2)	24	54.5	12	63.2	12	48.0
Level III (2.5, 3)	12	27.3	1	5.3	11	44.0
Level IV (3.5, 4)	1	2.3	0	0.0	1	4.0
Conventions**						
++	33	75.0				
+-	4	9.1				
-+	2	4.5				
--	5	11.4				

Section V: Basing the Plan on Research

135

Section V: Activity 11

TIME	PURPOSE	SETTING	MATERIALS
70 minutes	<ul style="list-style-type: none"> • To provide participants with an opportunity to participate in a team building activity which illustrates the importance of working together even during difficult times • To review characteristics of effective schools • To determine the team's perceptions of their school in relation to identified correlates and indicators of effective schools • To base the teams' plans on research • To generate a list of potential school improvement needs 	Individuals Small groups Whole groups	For each participant: -one envelope -two individually wrapped Life Savers candies (wintergreen or peppermint won't make hands sticky) -one stick of chewing gum. -one roll of Smarties candies -one rubber band Improvement goals from each group Transparency -Characteristics of Effective Schools -Basing the Plan on Research -Criteria for Selecting Programs Notes -Diagnosis/ Interpretation of Organizational Dimensions -Effective Schools Correlates -Essential Knowledge for Selecting School Improvement Handouts -Indicators of School Effectiveness checklist -Effective Schools Correlates Graph -Indicators of School Effectiveness chart

TIME	PURPOSE	SETTING	MATERIALS
			Chart paper Colored markers Chart stand

Introduce activity Tell participants that inside the envelope, they will find several items, all of which can be put together to make an airplane.

Give each participant an envelope containing the candy and rubber band.

Describe activity
An envelope for each participant

Provide them with the following explanation and directions:

Each item in the envelope represents a special part of the educational community. Please open the envelope and take a look at what is inside:

- *The Smarties candy are the students*
- *One Life Savers candy represents the parents of the students*
- *The other Life Savers candy represents the teachers*
- *The stick of gum represents the community at large-if not treated properly, it can sometimes get sticky*
- *The rubber band is the administrator-the one person who must really hold everything together*

Now, without any help from your neighbors and without further explanation, build an airplane. You have 5 minutes.

Monitor

Monitor to ensure the smooth flow of this activity.

Process activity in small groups

As participants come up with their airplanes, encourage them to keep the solution to themselves. After a few minutes, allow them to help those who haven't completed the task.

Process activity in large group

Ask participants to explain how they built their airplane.
How did you feel building the airplane by yourself?
What strategies did you use to solve this task?
Were you more successful alone or in a group?

Note: Trainer may need to "fluff-up" their answers, but eventually, they should come up with the explanation that:

It takes all the parts working together to be successful. None can fly on its own. This shows that through the coming together of parents, teachers, students, administrators, and community, education can soar to new heights.

Participants should remain in their groups

Describe activity

Notes-
Diagnosis/Interpretation
of Organizational
Dimensions
Transparency-
Characteristics of
Effective Schools
Indicators of School
Effectiveness (9)

Give a mini-lecture on *Notes-Diagnosis/Interpretation of Organizational Dimensions*.

Review the *Transparency-Characteristics of Effective Schools*

**Ask for questions,
observations, or
concerns**

Ask participants if they have questions regarding this information.
Provide clarity.

Give directions

Indicators of Effective
Schools
Effective School
Correlates Graph

Ask each participant to individually complete the checklists of the *Indicators of School Effectiveness*.

After completion of this activity, ask participants to place the number of checks for each on the *Effective School Correlates Graph*.

Have participants tally the number of indicators from their total group.
Place on the sheet *Indicators of Effective Schools*.

Monitor

Monitor to ensure smooth flow of activity.

**Process in large
group**

Ask a reporter from each group to indicate the results of their group's items. Record on chart in whole group.

Allow 15 minutes for this activity.
Discuss results

With input from the large group, write a draft narrative of the results of the correlates assessment. Review the guidelines in notes Develop a Written Summary for Each Correlate.

Review

Essential Knowledge for Selecting School Improvement Strategies;
Transparencies
-Basing the Plan on Research Review
-Criteria for Selecting Programs

Conduct a mini-lecture discussing the main points of the Transparencies-
Basing the Plan on Research Review-and-Criteria for Selecting Programs.
Discuss Notes-*Essential Knowledge for Selecting School Improvement Strategies.*

Ask for questions concerns, or observations

Ask participants for any questions, concerns, or observations they may have regarding this section.

Section V: Activity 11

Transparency: Characteristics of Effective Schools

1. Clear goals
2. School-focused improvement
3. Strong leadership
4. High expectations
5. Focused program of instruction
6. Collaborative decision making
7. Individual and organizational development
8. Order and discipline
9. Maximized learning time
10. Parent/community development
11. Incentives/rewards for academic success
12. Careful and continuous evaluation

Section V: Activity 11

Transparency: Basing the Plan on Research

- Define what you need
- Locate research
- Synthesize findings
- Determine best practice for you
- Cite the research

Section V: Activity 11

Transparency: Criteria for Selecting Program

- What *Learning Goals* are important?
- What *Instructional and Assessment Strategies and Philosophies* do we want?
- What *Content* should be included?
- What *Implementation Requirements* should we look for?
- What *Materials* will we want to include?

Section V: Activity 11

Notes: Diagnosis/Interpretation

The origins of the effective schools research arose from the need of educators to find and describe schools where virtually all students were learning the intended curriculum, even students traditionally least well served by schools (i.e., the children of the poor). These early studies were significant because they carefully described school factors associated with high levels of achievement.

It's important to remember that most effective schools research is primarily correlational. The researchers did not show that those factors or correlates *caused* increased student achievement, but the research does indicate that there is a strong relationship between the correlates and achievement.

These correlates of effective schools are called alterable elements by the West Virginia State Department of Education, because they can be controlled and thus altered by the schools. For example, schools cannot exert a great deal of control over the educational level of the mother, but they can exert more control over the expectations that the school holds for students. They cannot exert a great deal of control over the occupation of the father, but they can more easily affect the instructional leadership in the school. (McCue, 1987)

Section V: Activity 11

Notes: Effective School Correlates

Positive School Climate

- inviting climate/atmosphere parents, students, administration, support staff)
- school spirit/communications/appearance/discipline

Instructional Leadership

- school-wide staff development
- articulation
- instructional program-meetings
- analyze test data, focus instruction

High Expectations Related To School Achievement

- teach basic skills mastery
- monitor test data
- inform parents
- clear student expectations, assignments, etc.

Frequent Monitoring Of School Progress And Use Of Data In Curriculum Planning

- progress is monitored daily - lessons are adjusted
- variations in assessment
- feedback for students and parents
- scores and data are interpreted

Emphasis On Academics

- sufficient time - basic skills
- faculty meetings - instructional topics
- curriculum - higher order thinking skills
- recognition of academic performance - excellence in academics

Program Unity

- clear instructional expectations [scope and sequence, congruent with assessment (tests: curriculum)]
- teacher, student, parental input into curriculum
- curriculum development/revision plan-on-going

Section V: Activity 11

Notes: Essential Knowledge for Selecting School Improvement Strategies

Trends in content fields:

English/Language Arts

Foreign Languages

Science

Social Studies

Reading

Mathematics

Physical and Health Education

Trends in Media and Methods:

Textbook Selection

Teacher-Developed Materials

Personalized Education

Mastery Learning

Study Skills

New Technologies

Computer Software

Direct Instruction

Cooperative Small-Group Learning

Organization and Management of Instruction:

Teaching Styles

Grouping Practices

Instructional Strategies

Homework

Class Size

Use of Time and Space

Instructional Media/Materials

Section V: Activity 11

Handout: Indicators of School Effectiveness

Checklist

This checklist may be useful to School Advisory Councils in helping them determine their perceptions of their school in relation to identified correlates and indicators of effective schools.

Directions:

1. Under each Correlate, check the Indicators you believe to be present in your school.
2. Record the number of indicators checked for each correlate on the Effective School Correlates Graph.

Positive School Climate

Positive school climate characteristics evident in our school are:

Check

- the school staff and students communicate a feeling of pride when they talk about their school;
- the building is clean, neat and in good repair; repairs are made quickly;
- student work is displayed throughout the school;
- instructional time is protected-there are few interruptions;
- school spirit is promoted and displayed through a variety of activities;
- students are expected to be in school and attendance is monitored closely;
- incentives and rewards are provided for students who achieve goals;
- teachers are recognized and rewarded for achievements;
- a school-wide disciplinary code is enforced with consistency and fairness by all staff members;
- parents and students are well informed of the disciplinary code and the consequences for misbehavior;
- the total staff accepts the responsibility of maintaining discipline both in and out of class;
- an invitational atmosphere is present in the school and is reflected by the attitudes present in students, teachers, administrators and support staff.

Record the number of checked items on The Effective Schools Graph

Instructional Leadership

The principal and the school's administrative staff in our school:

Check

- _____ regularly observe teachers and provide feedback and assistance;
- _____ align the curriculum and ensure that there is congruence among school, district and state curriculum objectives, materials, assessment techniques, and classroom instruction;
- _____ frequently hold both formal and informal meetings concerning student achievement and the instructional program;
- _____ review lesson plans and discuss instructional strategies with teachers;
- _____ analyze test data, interpret the data to staff and parents, and use the data to modify the instructional program;
- _____ provide school-wide staff development that includes ongoing coaching and is closely related to the school's instructional program and the needs of the school as identified by the staff;
- _____ ensure that the staff and parents know the goals of the school and give frequent reports relative to the school's progress;
- _____ protect instructional time;

- _____ monitor articulation between feeder schools and among grade levels within the school to ensure that the instructional program is consistent with the school goals.

Record the number of checked items on The Effective School Graph

High Expectations Related to Student Achievement

Evidence of high expectations in our school includes:

Check

- _____ an instructional program designed to teach basic skills mastery;
- _____ teachers monitoring test data to make sure that all students are mastering basic skills;
- _____ seating arrangements that allow access to teachers by all students;
- _____ contact between students and teachers that is frequent and equally distributed among all students;
- _____ teacher use of mastery learning concepts and reteaching if necessary;
- _____ parents being encouraged to set high expectations for their children's achievement and progress through school;
- _____ parents being informed of their children's success through frequent contacts by the school;
- _____ all students being expected to complete assignment and work toward their own successes.

Frequent Monitoring of Student Progress and Use of Data in Curriculum Planning

Examples evident in our school are:

Check

- _____ student progress is monitored dally in the classroom and the lesson adjusted to ensure instructional appropriateness and successful completion of the work by all students;
- _____ homework is used to monitor understanding and provide feedback for teacher planning;
- _____ skill testing is given to determine mastery after each instructional unit, and students not mastering skills are retaught before new material is introduced;
- _____ different types of teacher-made tests are used along with the student portfolio and other means of authentic assessment;
- _____ test results are discussed with the entire staff and with individual teachers;
- _____ students are given regular feedback about their progress;
- _____ parents are given regular feedback on student progress and are given suggestions for assisting their children;
- _____ test scores are interpreted for staff and parents on a regular basis;
- _____ the school staff is held accountable for test results;

Record the number of checked items on The Effective Schools Graph

Emphasis on Academics

Examples of emphasis on academics in our school are:

Check

- _____ sufficient time is allocated for basic skills activities;
- _____ homework is used to extend the learning time and is promptly checked and returned;
- _____ students are actively engaged in learning with the teacher or with peers the majority of class time, classes start and end on time, taking roll, collections of moneys, etc., are held to a minimum;
- _____ all students have an equal opportunity to be called upon and to participate in classroom discussions;
- _____ teachers spend a substantial amount of classroom time in active, direct instruction and check for understanding of the skill or concept before the students experience guided and independent practice;
- _____ teachers are aware of and make appropriate use of different methods of teaching such as peer tutoring, team teaching, flexible grouping, cooperative learning and whose language instruction;
- _____ the principal monitors the allocation and use of instructional time;
- _____ faculty meetings focus on instructional topics, e.g. student learning styles, instructional strategies, curriculum objectives and testing;

- _____ the curriculum ensures not only the mastery of basic skills but also the opportunity for students to develop higher order thinking skills;
- _____ academic activities are recognized within the school community as being important and receive the appropriate recognition;
- _____ academic excellence is expected and promoted by the entire school staff;

Record the number of checked items on The Effective Schools Graph

Program Unity

Program Unity is evident in our school through:

Check

- _____ there is a written document which clearly defines specific objectives that students are expected to accomplish;
- _____ the specific objectives indicate standards of acceptable performance;
- _____ teachers, students, and parents are given opportunities to provide input into the curriculum development process;
- _____ relevant knowledge, skills, and attitudes are sequenced and specified;
- _____ curriculum articulation is evident within a grade and between grades;
- _____ the curriculum development plan is an integral part of the school's improvement plan and is directly related to its vision and mission;
- _____ tests give administrators and teachers clear information about student achievement related to the objectives; tests have been analyzed and selected to match the objectives;
- _____ test items are identified which do not match curriculum objectives;
- _____ curriculum objectives not included in tests are assessed by some other means;
- _____ the curriculum documents are easy for teachers to use in day-to-day planning for instruction;
- _____ textbooks and other materials reflect the schools curriculum and objectives;
- _____ topics actually used in instruction have been linked to the written curriculum and objectives;
- _____ a person is designated at the school level whose primary responsibility is to implement and monitor all areas of the curriculum.

Record the number of checked items on The Effective Schools Graph

Time on Task

Examples evident in our school are:

Check

- _____ teachers diagnose which teaching techniques promote or detract from high rates of student engagement;
- _____ teachers diagnose the time on task and success rates of low, middle, and high achievers;
- _____ teachers monitor on-task behavior during instruction and provide correctives where rates are low;
- _____ students' scheduled time on-task is variable, based upon differences in learning needs;
- _____ students are engaged in learning tasks which bring success to them;
- _____ disruptive noise levels are low;
- _____ attendance slips, lunch money, and other procedures are handled in an efficient manner;
- _____ announcements do not disrupt;
- _____ an efficient process exists for excusing students for special programs or counseling;
- _____ special events are planned to fit into and enhance instruction

Record the number checked of items on The Effective Schools Graph

Instructional Effectiveness

Evidence of instructional effectiveness at our school includes:

Check

- _____ teachers start session on time and continue with planned activity until the end of the period;
- _____ teachers do not spend unnecessary time distributing resources or organizing materials after the students are assembled;
- _____ teachers are efficient in making assignments and allocation materials during instruction;
- _____ appropriate homework assignments are made and teachers emphasize the need to effectively complete all such work;
- _____ teachers have a uniform policy clear to both students and parents, for defining homework expectations;
- _____ teachers provide prompt feedback to students regarding the quality of homework and work accomplished in school;
- _____ teachers communicate explicit objectives of the course content in a manner which allows students to monitor their own progress;
- _____ teachers make subject matter relevant and active student participation is expected;
- _____ the predominant amount of instructional time is spent on student teacher interaction with high engaged time, not in doing individual seat-work assignments;
- _____ teachers believe and practice the principle that if students, especially low achievers, are

- _____ more involved with student teacher interaction, greater achievement occurs;
- _____ teachers constantly ask questions at a level where the student addressed is challenged yet likely to be successful;
- _____ if a student gives an incorrect response, the teacher rephrases the question or gives a clue so the student can succeed;
- _____ teachers respond to incorrect answers in a manner that does not demean the student;
- _____ teachers provide immediate feedback to student responses;
- _____ teachers ask questions that encourage productive, divergent thinking abilities of the students.

Record the number of checked items on The Effective Schools Graph

Positive Home School Relations

Indicators of positive home-school relations in our school are:

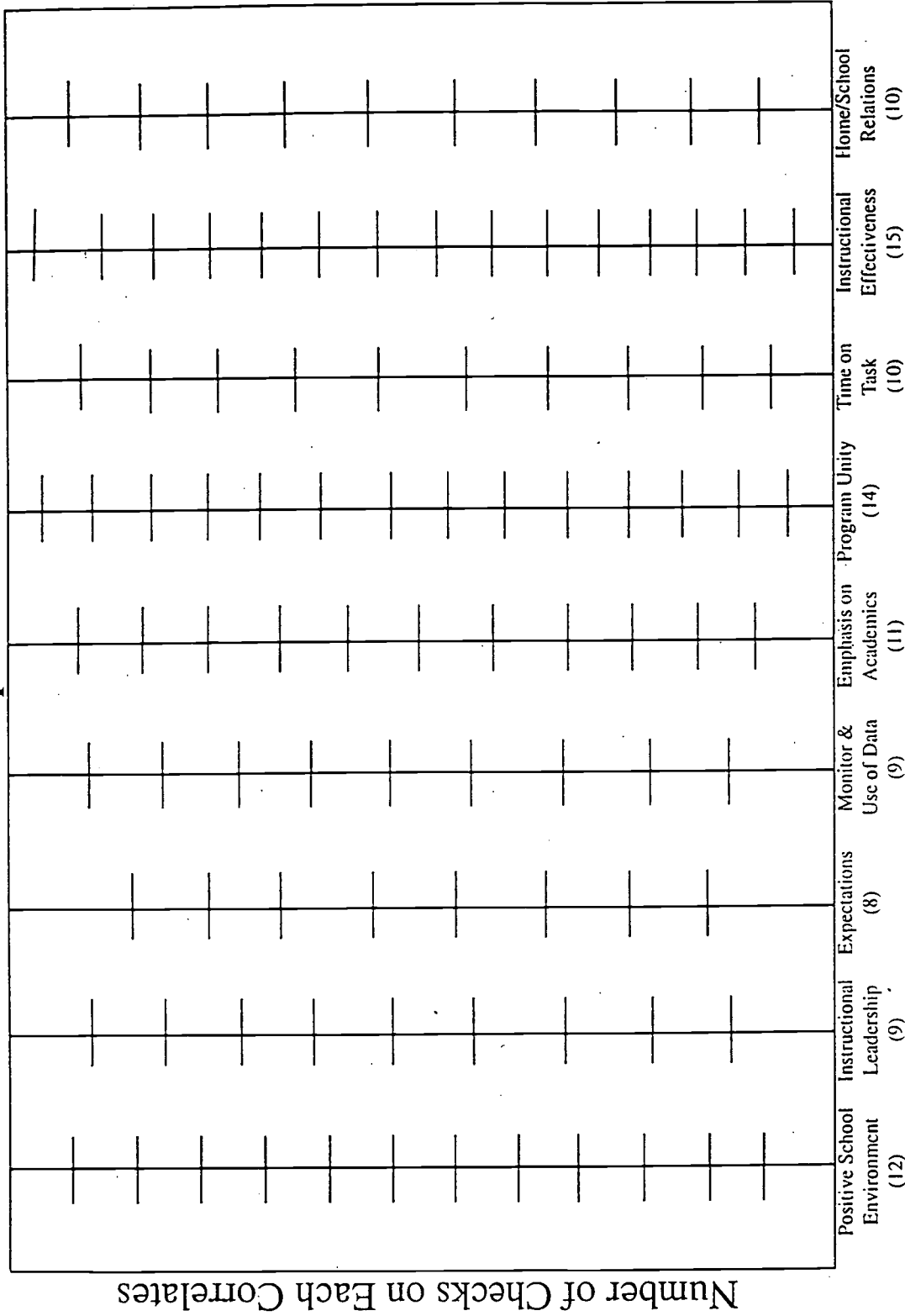
Check

- _____ the school ensures that parents are informed of what the school's goals are and their role in achieving them;
- _____ the school uses various means to communicate with parents: telephone calls, handbooks, newsletters, school and class meetings, parent teacher conferences, notes home, local press, and informal meetings;
- _____ parents initiate contact with the school openly and frequently to discuss and support student academic progress;
- _____ parents actively participate in school activities such as the PTA, concerts, athletic games, parent-teacher conferences, booster clubs, school improvement advisory council, and informal groups;
- _____ the school's homework policy is stated in writing and parents actively support it with their children;
- _____ the attendance policy is stated in writing and parents see that their children are in school;
- _____ parents know and support the school's discipline policy and encourage positive student behavior;
- _____ the school gives parents opportunities to design and participate in parent education programs,
- _____ the school encourages parents to visit their children's classrooms;
- _____ the school community is encouraged to help the school reach its goals through such activities as adopt-a-school projects, senior citizen involvement programs, school volunteer program, educational foundations, Golden School Award, exchange programs with local businesses, and/or direct financial support for special programs.

Record the number of checked items on The Effective Schools Graph

Section V: Activity II
Handout: Effective School Correlates Graph

Effective School Correlates Graph



Instructions

1. Place an X on each line at the mark that corresponds to the number of indicators you checked.
2. Draw a heavy line connecting the nine x's.
3. Compare the graph of your responses to your neighbor.

Indicators of Effective Schools

Section V: Activity II Handout: Indicators of Effective Schools

Positive Climate																				
Instructional Leadership																				
High Expectations																				
Frequent Monitoring																				
Emphasis on Academics																				
Program Unity																				
Time on Task																				
Instructional Effectiveness																				
Home/School Relations																				

Section VI: Developing an Action Plan

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Section VI: Activity 12

TIME	PURPOSE	SETTING	MATERIALS
90 minutes	<ul style="list-style-type: none"> • To examine the key elements in developing an action plan • To build team rapport • To write an action plan 	Individuals Small groups Whole group	Transparency -Action Plan Notes -Action Planning -Determine Strategies and Related Activities -Guidelines for Preparing and Evaluating School Improvement Plan Upon Effective Schools Research

Describe activity

Notes-Action Planning;
 Determine Strategies and Related Activities
 Transparency-Action Plan

Review notes-Action Planning and Transparency-Action Plan

Present a mini-lecture on Notes-Determine the Strategies and Related Activities.

Give directions

Guidelines for Preparing and Evaluating School Improvement Plans
 Based Upon Effective Schools Research
 Guy Phillips Middle School
 School Improvement Plan

Using the Notes-Guidelines for Preparing and Evaluating School Improvement Plans Upon Effective Schools Research. Ask the group to evaluate the School Improvement Plan of Guy B. Phillips Middle School. Ask groups to sign up to review one of the parts of the plan (i.e. Part I-Cover Page; Part II-Needs Assessment, etc.)

Allow 20 minutes for this activity.

Monitor

Monitor activity to ensure smooth flow.

Process activity in large group

Have teams make presentations of their findings in "Part" order. Ask participants to take notes of the major points of each presentation.

Summarize

After all presentations have been made, summarize the key points.

Ask for questions, concerns, or observations

Address any questions, concerns, or observations participants may have.

Process training in large group

Bring the training to a close. Let participants know that they have been given awareness sessions on how to effectively plan for school improvement. Under the leadership of their principal, they can now continue with other training activities, develop their school improvement team, and create their own school improvement plan.

Evaluate training

Thank participants for their cooperation, input, etc.

Ask participants to complete the evaluation forms. Collect.

Turn sessions over to the school's leadership.

Section VI: Activity 12

Transparency: Action Plan

A good action plan might include:

- a purpose
- goals and objectives
- activities and tasks to accomplish goals and objectives
- designated responsibilities
- resources allocation
- a timeline

Section VI: Activity 12

Notes: Action Planning

A common characteristic of school improvement plans that never happen is that they identify strategies they will use without analyzing what implementation of those strategies will entail. Although plans will surely be adjusted during implementation, they must be sufficiently developed to clearly represent the magnitude of change they require and the demands they will place on people, time and budgets.

Purpose: An action plan is developed to lay out the specific steps that will be required to put a new strategy or program into place. Answering the question “How will we get there?” identified some “whats” (the strategies). Answering the “Where do we want to go?” questions included focus on the belief system of the organization as “why.” Action planning helps a group work out the who, when, where, and how.

When to use: Develop an action plan after the organization has set priorities for improvement, studied practices and programs that have been effective, and chosen the approaches best suited to their goals and school context.

Whom to involve: Because an action plan needs to identify specific steps, timelines, and resources, it is important to involve people who have information about and access to the school calendar and budget and who have a “big picture” perspective of all that is occurring in the organization. School teams often find it helpful to include a central office support person in the action planning stage. Outside resource people who are already using the proposed change can provide advice on how they approached the change and even more valuable insights about problems they didn’t anticipate and what they might have done to avoid them.

Section VI: Activity 12

Notes: Determine Strategies and Related Activities

Chrispeels and Meaney (1985) point out that the "data collection and analysis are of little value unless a staff is prepared to use the information to improve its program. Developing a plan of action is the next critical step."

It should be repeated that the resulting school improvement plan, while crucial to the improvement process, is NOT an end in itself. The plan is a MEANS to an end. The plan serves as the vehicle for a staff to use to close the gap between where the data indicate the school is at present and where the mission statement indicates the school wants to be.

Strategy Selection: Research and "Best Practices." Lezotte and Bancroft (1985b) suggest that, "At this point the school improvement team has obtained a clear idea of the school's needs. It addresses the task of searching for and selecting approaches to tackle the problems. Lessons from research and descriptions of effective practice in promising schools provide a resource for such examples. Schools should assume that other schools have had similar problems₁ and their workable solutions might be valid. But school teams are cautioned to be relatively certain that the effective practices they examine are truly the best examples they can find. It is critical to seek good examples." (p.311)

Benore and Boulus (1989) emphasize that educators must have access to current research and "best practice" knowledge:

Much is known about what students should know, how to measure their learning, and ways schools can be organized and instruction delivered to maximize student success. Unfortunately, this vital knowledge is seldom made accessible to those who most need it: teachers and building administrators.

Without access to current research and best practice knowledge, teachers have little choice but to rely largely on teaching as I was taught. There are two fallacies with this approach: society has changed and continues to change rapidly; and all students, as in the past, do not share the same learning styles and backgrounds as those of us who successfully completed the traditional model of schooling. (p.10)

If staff committees (which may also include parents and students) are formed for each improvement objective, the purpose of these committees would be to propose appropriate school and classroom strategies for reaching the objective. These strategies eventually become the

major components of the school improvement plan. As the committees consider a variety of strategies, they should keep in mind that the school needs to develop a long-range plan (three-to-five years) with both long-term and short-term strategies.

Chrispeels and Meaney (1985) propose that "In the initial planning process, the staff should focus on small changes which promise some immediate payoff. If student achievement is especially low, this 'small steps' approach may help to build a sense of efficacy and momentum for change and provide experiences of success to the staff."

Judith Warren Little, in a paper presented at the Far West Laboratory's conference on *Making Our Schools More Effective*, summed up the value of this approach

I've come to be a firm believer in big ideas and small tactics . . . Learning in classrooms happens in the moment-by-moment interactions between teachers and students. Similarly in schools, if we are to get better, it's likely to take lots of small trials. With lots of small trials the probability of a few successes, a few accomplishments, goes up ...It's that moment-by-moment experimentation that adds up over a period of time.

Strategy Selection. Strategies using research and best practices can come from at least four major areas: curriculum or "student learnings," assessment, delivery of instruction, and school factors. These areas can be identified by asking the following questions:

1. Curriculum or Student Learning

Do I know what I want the students to learn? Have I clearly defined the essential learnings?

(Example: Strategy 1 on page 111.)

2. Assessment

Do I know how to assess the students to determine if they have learned the essential learnings? Is

the curriculum aligned with the assessment measures?

(Example: Strategy 2 on page 112.)

3. Delivery of Instruction

What are the best ways to deliver this curriculum? What kinds of teaching techniques are most

appropriate?

(Example: Strategy 3 on page 112.)

4. School Factors

What environmental factors should be in place in a school climate for the delivery and assessment to take place?

(Example: Strategy 4 on page 112.)

Example:

Goal Area: Mathematics

Improvement objective: By June 1993, 80 percent of the girls in Grades 2 to 5 will have mastered the essential mathematics learnings for their grade level.

Evidence of attainment:

- Performance at or above 40th percentile on SAT.
- Class grade of C or better in mathematics.

Strategy 1

Form a committee to examine and recommend, across classes and grade levels, those mathematics objectives considered essential for each student to master at each grade level. Achieve staff consensus and district approval on essential learnings.

Strategy 2

- A. Examine the relationship of the mathematics skills and concepts to be taught in the elementary grades and those tested on the SAT. Determine if the SAT is the best assessment, or recommend other standardized norm-referenced measures.
- B. Develop and review criteria for determining letter grades in mathematics. Attain consensus and consistency in mathematics grading practices.
- C. Teachers develop and pilot a criterion-referenced assessment of essential mathematics learnings for each grade level.

Strategy 3

- A. Examine several "newer" mathematics texts to see if they deliver the instructional objectives desired by the school.
- B. Examine the latest research and "best practices" in effective mathematics teaching techniques.

- C. If considered appropriate, provide staff development in one or more of these teaching techniques.

Strategy 4

- A. Review progress in Strategies 1-3 at staff meetings.
- B. Reserve at least one inservice day in each of the next three years to examine mathematics teaching.
- C. Communicate to parents and students each semester the essential mathematics learnings.

Role of the Correlates in Strategy Selection. The correlates of effective schools help to form the learning environment in a school, therefore, during the process of strategy selection it is important to refer to the correlate assessment. Perceptions of staff and others can provide yet another piece of evidence to indicate those areas which need further attention.

The correlate assessment can be used in at least two ways in the process of strategy selection: as a "screen" and as a source of information revealing an "ideal school learning environment." After the improvement objective has been determined, the correlate information can be used as a screen when strategies are being considered. Ask the question "What do the correlates tell us that may be useful in reaching the objective?" For example: "What are the possible implications of 'time on task' correlate information to help girls master the mathematics essentials?" or "How can the information on expectations help us select strategies which will help girls in Grades 2 to 5 learn the mathematics essentials?"

Even if staff has never taken the correlate assessment, the instrument can be helpful in strategy selection. Statements 4 and 5 following each question on the Connecticut School Interview describe "ideal" conditions of various components of each correlate. For example: Ask the questions, of each correlate, "What conditions should be in place so that girls can master the mathematics essentials? Do we all have *high expectations* of all our students? How do we demonstrate that we have high expectations, i.e., what are staff behaviors which demonstrate this belief? Are we spending *adequate time* on the teaching of mathematics essentials? How do we monitor the progress of our students, and do we provide timely *feedback* to students in each of our mathematics classes?"

Monitoring. During the process of strategy selection, it is necessary that an accompanying monitoring component be designed. Monitoring serves two functions: First, it is used to document the success of the implementation of the strategies, thus, acting as a formative evaluation so staff can make modifications in strategies while the plan progresses. Second, monitoring lets the staff know whether student performance is changing as a result of implementing strategies.

To determine the nature of the monitoring component, the school improvement team should answer several questions:

1. What student evidence will be accepted which indicates that the improvement objective is being met? *Who* will be responsible and *when* will the evidence be collected? *What* will be done with the results?
2. What evidence will be accepted which indicates the successful implementation of each strategy? *Who* will be responsible and *when* will the evidence be collected? *What* will be done with the results?

Action Plan Formation. The next task of the school improvement team is to put its ideas in writing. There is no definitive plan format which is more highly recommended than any other. Several different forms have been used by schools to accomplish this task. Each school improvement team should develop one which seems appropriate for their school.

The following information adapted from the Middle Cities Education Association should be useful in helping a team decide what plan components are desirable:

It is important that this part of the plan include at least: (1) a list of needed strategies, (2) identification of who is responsible, (3) realistic target date for completion over a three-year period, and (4) description of evidence used to show completion of that strategy.

Suggested checklist of questions:

1. Are there implementation strategies for each of the improvement objectives?
2. Are the strategies supported by research and/or best practices?
3. Do these strategies logically relate to the improvement objective?
4. Does the plan specify *who* is responsible for each strategy, and who will be involved?

5. Does the plan specify *when* the strategy will be implemented?
6. Is there an evaluation standard by which each accomplishment will be judged?
7. Are the strategies consistent with the effective schools framework, i.e. basic premises, correlates, etc.?

Notes: Guidelines for Preparing and Evaluating School Improvement Plans Based Upon Effective Schools Research

(Sudlow, et al. 1989)

School improvement plans frequently vary in the amount of descriptive detail provided. Experience suggests, however, that certain elements are essential if the plan is to establish a clear sense of purpose and direction for the school staff who have committed themselves to a school improvement effort.

The items in the following subsections offer planners a sequence of questions which will serve as a checklist against which an emerging school plan can be developed and/or modified.

Part I - Cover Page

- Are the school and district names clearly displayed?
- Is it obvious that the document is the school improvement plan?
- Are the names of the school improvement team members listed?
- Does the cover show the date of the plan's completion and the date it received formal faculty approval?
- If the school has a mission statement, does it appear on the cover?

Part II - Needs Assessment

A. Staff Perception Data

- Does the needs assessment section contain a brief description of the school's needs assessment process?
- Does the process description indicate *what* information was collected? from whom? and when?
- Are the staff's perceptions summarized in relation to both the strengths and weaknesses of the characteristics of effective schools?

B. Student Outcome Data

- Does the student achievement profile present the data in a disaggregated way?

- Is there an excellence goal for student achievement? If so, are the data presented in a disaggregated way?
- Does the student achievement profile record important data from past achievement profile's?
- Does the achievement analysis provide an interpretive narrative about student achievement?

Part III - Problem Statements

- Are the problem statements written in the correct format?
- Are clear relationships established between the needs assessment data and the disaggregated analyses, the problem statements, and the objectives of the action plan?
- Once the major problem statements and the objectives for them are developed, are action plans written to address the problems?

Part IV - Action Plan

- Are the action plans related to one or more of the correlates/characteristics as described in the effective schools research?
- Does each action plan contain one or more objectives?
- Are the critical work activities specifically relevant to the objectives?
- Does the plan specify who is responsible for each activity and who will be involved?
- Does the plan specify when each activity will be completed?
- Is there evidence of attainment for each of the steps in the action plan?
- Does the plan include a step to learn the current research and the best practices of the profession regarding the problem being addressed?
- Are the staff development implications of the plan set forth?
- Is there a mechanism for evaluating the impact of the action plans?
- Do the action plans attempt to address issues over which the building has no control? If so, do the action plans imply that the building will become effective only if others respond positively to the plan?

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Part V - Ownership and Commitment

- Does the plan include a communication process to be used to present the plan and to give progress reports to faculty, parents, central office staff, students, etc.?
- Does the plan indicate how faculty approval will be sought and attained?

Part VI - Overall Summary

- To what extent do the objectives of the building plan help the school to accomplish its mission and be true to its beliefs?
- To what extent do the objectives of the building plan help the school to accomplish the district's objectives and be true to the district's beliefs.

APPENDICES

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EVALUATION FORM

Title of Presentation: _____

Presenter(s): _____

Date: _____

Location: _____

Participant's Position: _____

School: _____

Part I

1. What was the most useful part of this session?

•

2. What did you learn from this session?

•

3. How will this help you in your position?

•

Part II

Please indicate your opinion of this session by checking the appropriate column according to the scale below:

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

Statement	SA	A	D	SD
1. The purpose/objectives of the session were clear.				
2. The presentation increased my knowledge of the content.				
3. The presentation was organized effectively.				
4. Activities were appropriate to my needs.				
5. The presenter(s) encouraged and allowed time for questions.				
6. As an overall evaluation of this session, I consider it worthwhile.				

Part III Additional Comments/Suggestions

•

Questions

For questions about this skill packet on Planning for School Improvement, contact:

Public Schools of North Carolina
Department of Public Instruction
Division of School Improvement
301 North Wilmington Street
Raleigh, NC 27601

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- Training for North Carolina assistance teams*. (1998). Chapel Hill, NC: Research and Evaluation Associates, Inc.
- Williams, R. (1998) *Block scheduling instruction training manual*. Arlington Heights, IL: Skylight Training and Publishing, Inc.

SUGGESTED READING

Skill Packet: Safe and Orderly Schools

Skill Packet: Classroom Management

Skill Packet: Parental/Community Involvement: Strategies to Train Parents

Skill Packet: Extended Opportunities for Learning

Skill Packet: Leadership Development

Skill Packet: Professional Development

Skill Packets Available Through NC HELPS

Classroom Management

Curriculum Alignment

Extended Opportunities for Student Learning

Leadership Development

Needs Assessment

Safe and Orderly Schools

School-Based Partnerships

Parental/Community Involvement: Strategies to Train Parents

Planning for School Improvement

Professional Development

Using Data for School Improvement

Working with Today's Families



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