School Improvement Goal Components: Definitions and Guidance

Goal	Broad statement as an Academic Goal <u>or</u> an Organizational Goal Focused on a content area(s) (Academic Goal) <u>or</u> building-wide initiative(s) i.e. structures, processes, procedures (Org. Goal) **All Students will demonstrate proficiency in …** (Academic Goal) OR **Increase or Improve (name the "what")** (Organizational Goal)
Measureable Objective	S.M.A.R.T. (Specific, Measurable, Attainable, Result-focused, and Time-bound) What will happen, with whom, by when, as measured by what for Academic Goals; what will happen, measured by what, by when for Organizational Goals **Students will…** (M.O. for an Academic Goal) **Collaborate to ensure…** (M.O. for an Organizational Goal)
Strategy	What teachers do in the classroom with the students in the presence of content (Strategy for an Academic Goal) **Teachers will…. Math teachers will…. ELA teachers will…** What staff will do to put into place a building-wide structure, process, or procedure (Strategy for an Organizational Goal) **All staff will….. Professional Learning Teams will…. The School Improvement Team will…..**
Activities	Where strategies are generally broad, activities are much more specific with greater details. Activities state what needs to be done so that staff or teams: are ready to implement the strategy; have a plan for implementation of the strategy; and have a plan to monitor and evaluate the implementation of the strategy and the impact on student achievement. There are basically three types of activities: Getting Ready, Implementing, and Monitoring/Evaluating.

Activity Type: Getting Ready to Implement	<u>BIG QUESTIONS:</u> How will we ensure **readiness** for implementation? How will we ensure that participants have the **knowledge and skills** to implement the strategy? How will we ensure that staff has the **opportunity** for high quality implementation?	<u>CONSIDER EACH OF THESE SPECIFIC ACTIVITIES:</u> -Create stakeholder understanding of the need and purpose of strategy -Implement professional learning around strategy for staff and leadership – knowledge, skills, application -Purchase materials -Articulate the essential components or "non-negotiables" for strategy implementation (may use or create strategy implementation guide (sample on back) or similar tool) -Plan to create opportunity for implementation, remove roadblocks, e.g. time, resources –Identification of schedule for communication to stakeholders, strategy use, personnel, mechanism for monitoring, rollout, etc.
Activity Type: Implementing	<u>BIG QUESTION:</u> How will we ensure **high quality implementation** of the strategy?	<u>CONSIDER EACH OF THESE SPECIFIC ACTIVITIES:</u> -Implement essential activities of staff, non-negotiable(s) at the core level (Tier 1)* -Implement activities to support at-risk students (Tier 2 and 3 support)* -Integration of instructional technology* -Planning/implementation of Parent Involvement components* -Communication systems – to whom? How? -Support structures – professional supports, ongoing coaching -Removal of barriers for implementation i.e., policy revisions? Process changes? * Required components for Title I Buildings
Activity Type: Monitoring and Evaluating	<u>BIG QUESTIONS:</u> How will we ensure the strategy is **monitored and evaluated** for ADULT implementation? How will we ensure the strategy is **monitored and evaluated** for the impact on STUDENT achievement?	<u>POSSIBLE ACTIVITIES FROM WHICH TO CHOOSE:</u> -Walkthroughs -Instructional Rounds -PLC/ grade level meetings -Documentation of implementation with fidelity -Documentation of formative and interim assessments -Gathering and analysis of achievement data and process data -Complete the Program Evaluation Matrix and at least ONE Program Evaluation MDE Tool