

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

Strategy Implementation Guide

All staff will implement direct instruction for all learners in citing evidence to identify key information in informational text using the Gradual Release Model.

Critical Component (Non-negotiable)	Ideal “Gold Standard” of Implementation	Acceptable Variation of Implementation	Unacceptable Variation of Implementation
Focus Lessons “I do it.”	<ul style="list-style-type: none"> • Brief lesson • Sets the purpose/intended learning outcomes • Teacher models thinking and understanding of content aloud • Activates student background knowledge 	<ul style="list-style-type: none"> • Time component varies • Student leads and models thinking 	<ul style="list-style-type: none"> • Length of time is long • Teacher just tells students what they should be thinking/doing without modeling • Purpose is unclear or absent • No attempt to connect to background knowledge
Guided Instruction “We do it.”	<ul style="list-style-type: none"> • Teacher leads students through tasks using prompts, questions and scaffolding • Use of formative assessment to check for understanding and provide feedback 		<ul style="list-style-type: none"> • No active student participation • Lack of checking for understanding
Collaborative Learning “You do it together.”	<ul style="list-style-type: none"> • Students working with peers to practice and apply learning • Teacher monitoring student learning • Both collective and individual accountability 		<ul style="list-style-type: none"> • Individuals working alone • Teacher not monitoring student learning
Independent Work	<ul style="list-style-type: none"> • Students working independently at the application or synthesis level 	<ul style="list-style-type: none"> • Repeating other levels of the gradual release process based on student need 	<ul style="list-style-type: none"> • Students working in groups or only at the knowledge level

Explanation: In the first column four critical components have been identified based on an article written by Doug Fischer. The second column identifies the gold standard of implementation; these practices are what research has identified as being those that are necessary for students to achieve their learning targets. Because the components of the gradual release model are rather prescribed you’ll note that there are not many acceptable variations. You’ll notice that the unacceptable variations are primarily the opposite of what the gold standard would be, which is often the case. To ensure the greatest amount of ownership, it is advantageous to have all those responsible for implementing the strategy take part in developing the guide. If it works better to have a small group develop the guide, it is important that all those responsible for implementing it have an opportunity to vet it prior to implementation and that everyone agree on the final product.