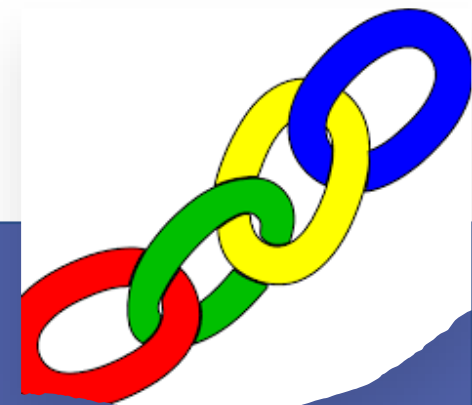


Connecting the Links of School Improvement

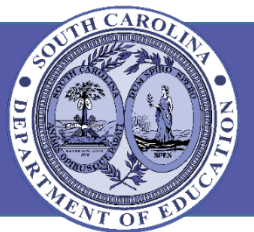
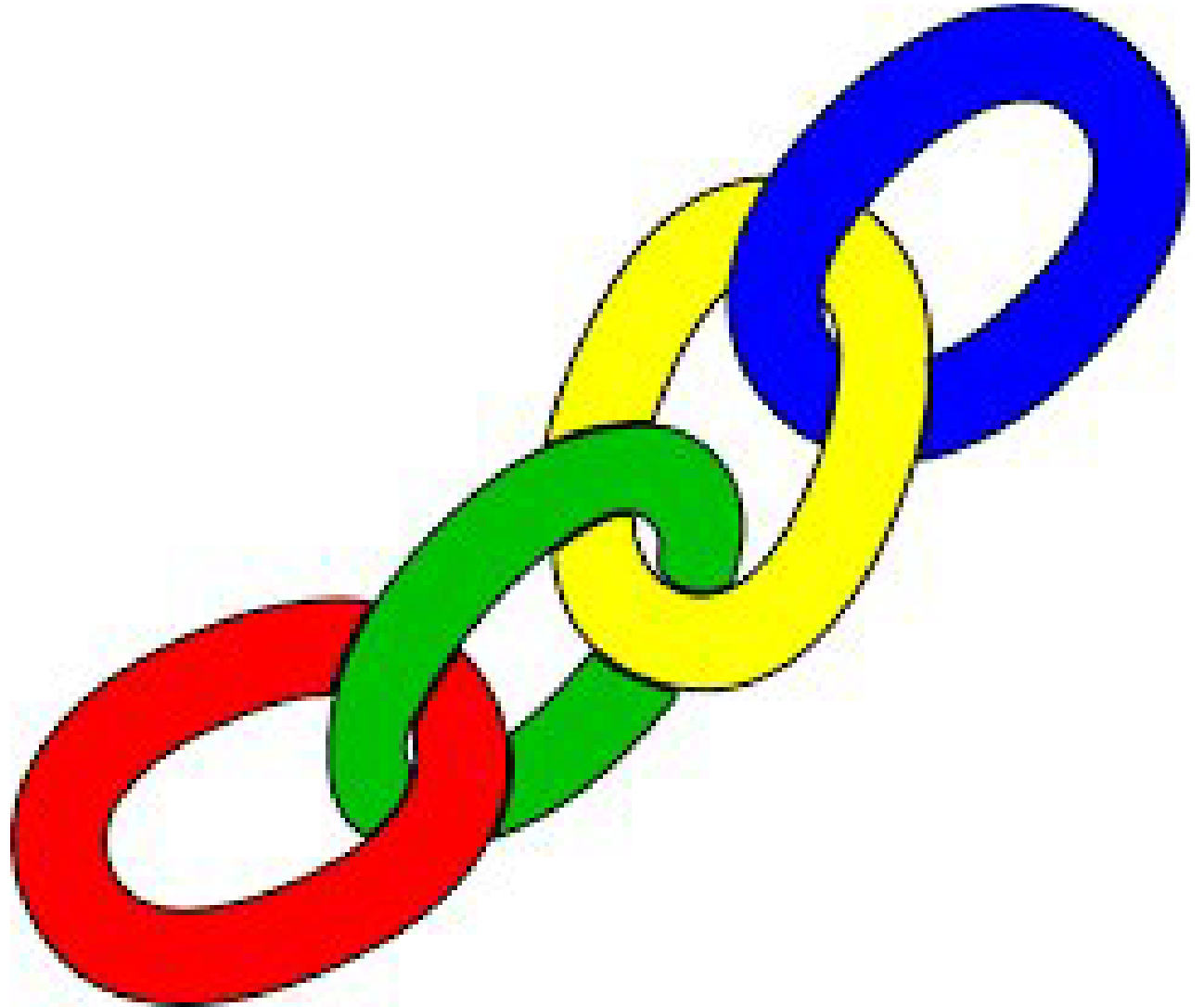
March 11, 2024

Teresa Gamble
Denise Covert-Wilson

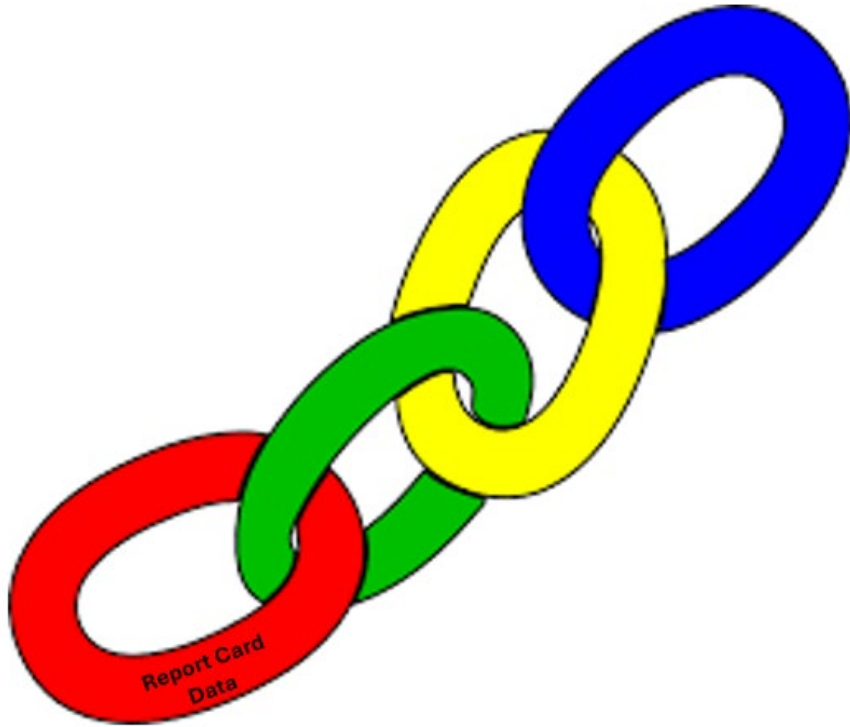
Ellen E. Weaver • State Superintendent of Education



**Are the links of
school
improvement
connected in your
districts/schools?**

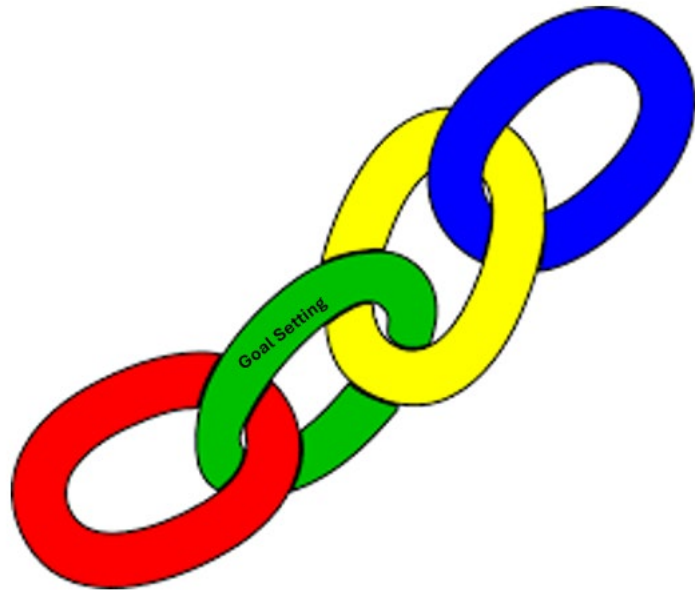


Report Card Data



- What needs does the report card data highlight?
- What are the opportunities for growth based on the data?
- What are the strengths based on the report card data?

Goal Setting

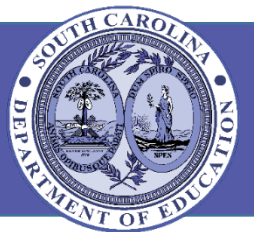
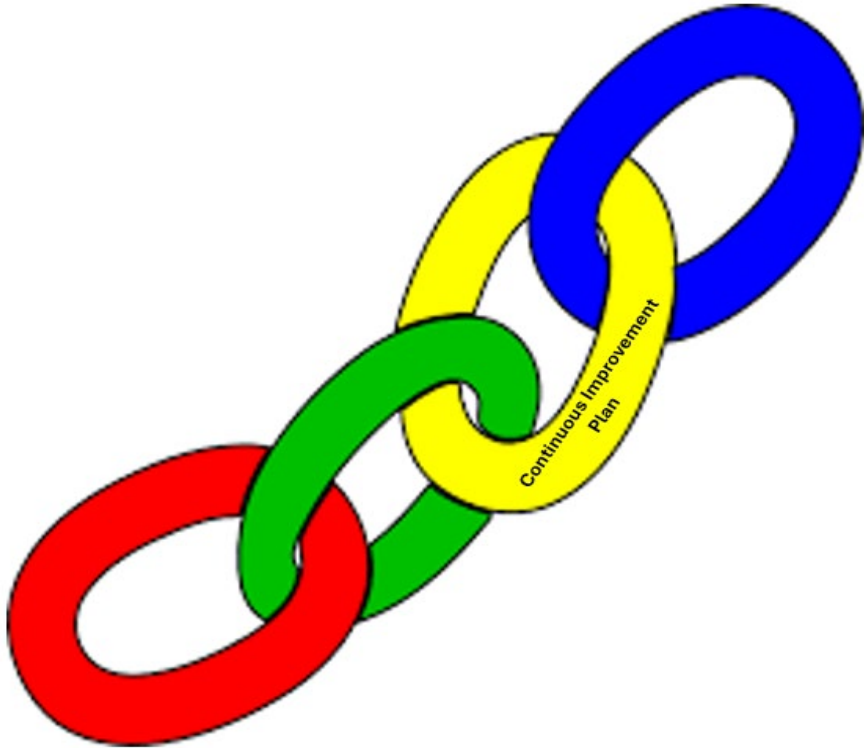


- Based on the data, what are your goals and are they SMART goals?
- What stakeholders are involved in the goal setting process? (District and school leaders, teachers, students, parents, community, etc...)
- Are the goals directly related to student achievement and addressing the needs of the students?

Continuous Improvement Planning

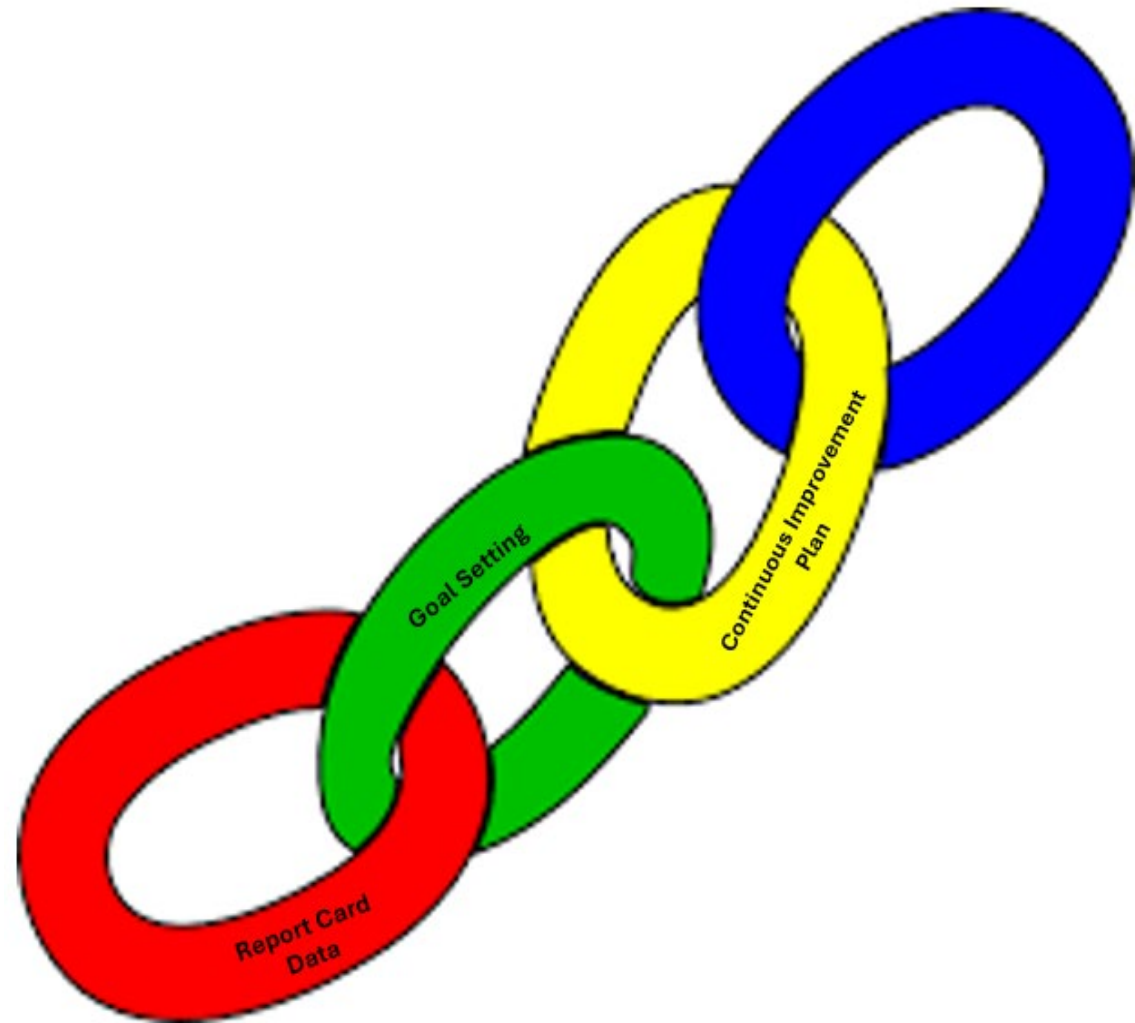
Who should be at the table to create the Continuous Improvement Plan?

- How do they contribute to:
 - the development of the plan
 - the selection of the activities and strategies and
 - progress monitoring and revision?

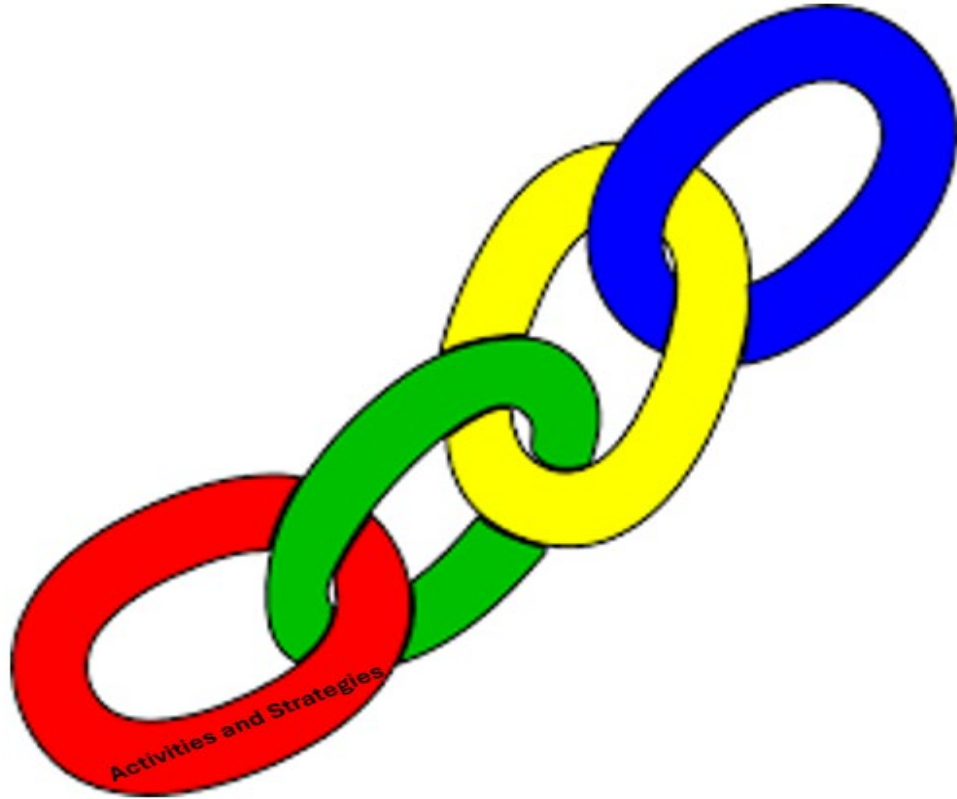


Turn and Talk

What is the planning process in your district and schools and who participates?



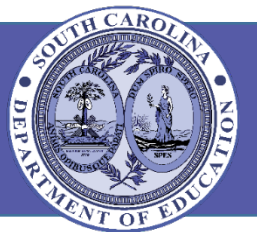
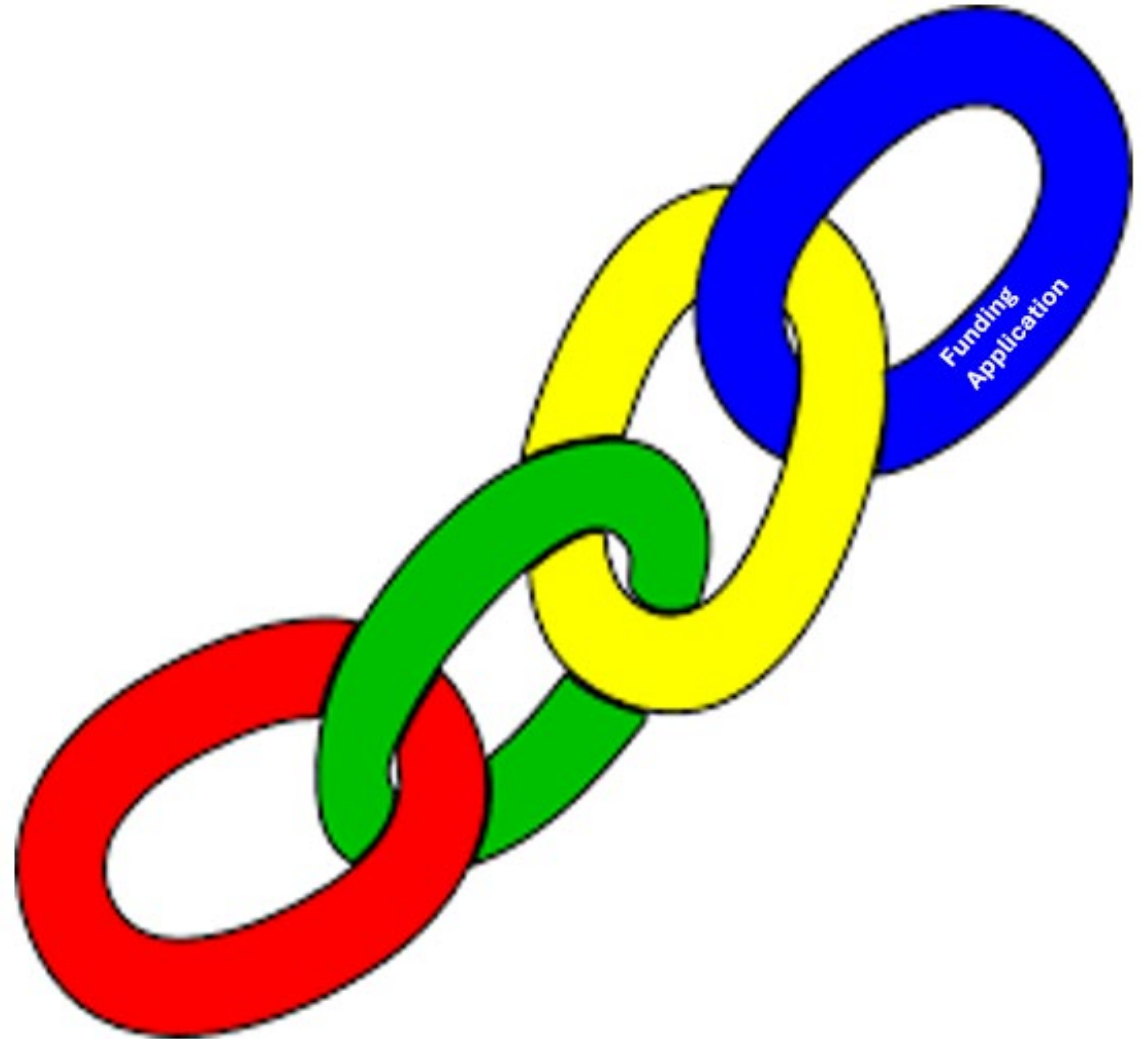
Activities and Strategies



- Do the activities support the data and goals of your school/district?
- Do the activities include Evidence-Based Interventions/Strategies?
- Are the supplies and/or materials requested connected to your activities?
- Was this a recurring activity, what data do you have to support its effectiveness?
- Are your activities targeted for student achievement for all students?
- Is there a plan for sustainability if these funds are no longer available?

Funding Application

- Is the funding application aligned with the CIP, both funds and activities?
- Are your funds aligned to the needs of the school/district?
- Is there documentation to support the funding application?

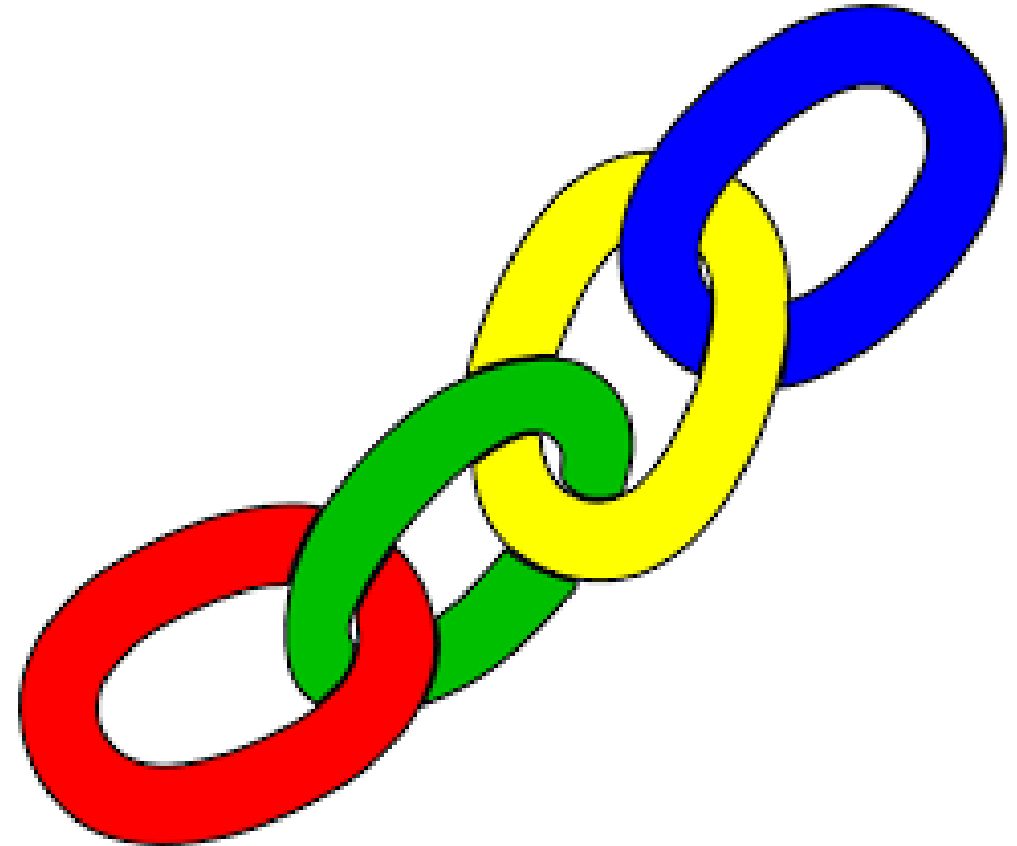


Turn and Talk

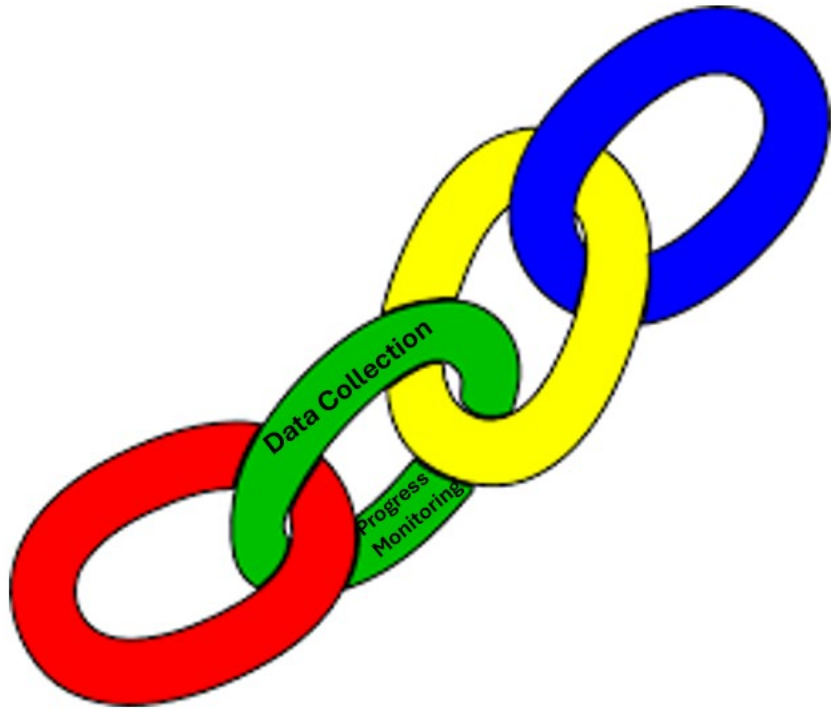
- Is this an approvable activity? Explain to your partner your position.

Example:

Teachers will plan and execute rigorous, grade-level, standards-based, bell-to-bell instruction using research-based practices. Purchase supplies and materials for core content area teachers. \$25,000

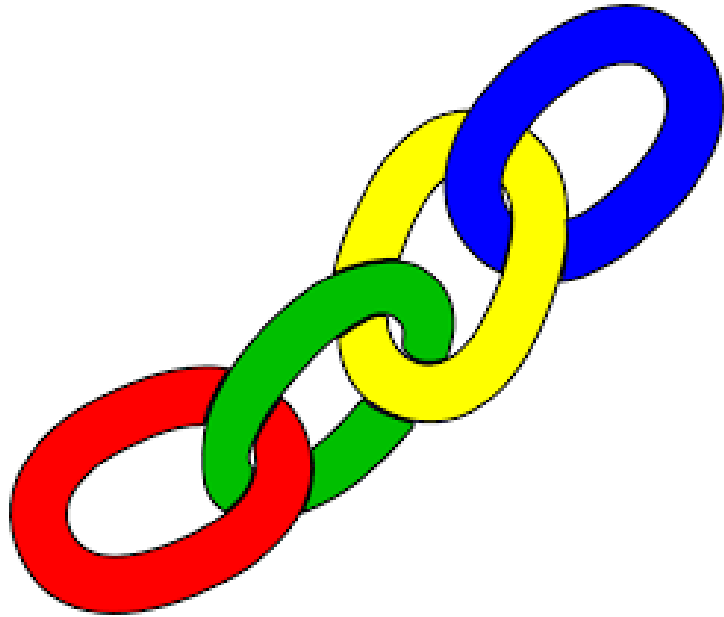


Data Collection and Progress Monitoring



- Is there a culture that supports discussions and decisions about data?
- Are there conversations about data and how often?
- Is the data accessible to key stakeholders?
- What data sources will be used and how often will the data be reviewed?
- Who will be responsible for reviewing the data at every stage?

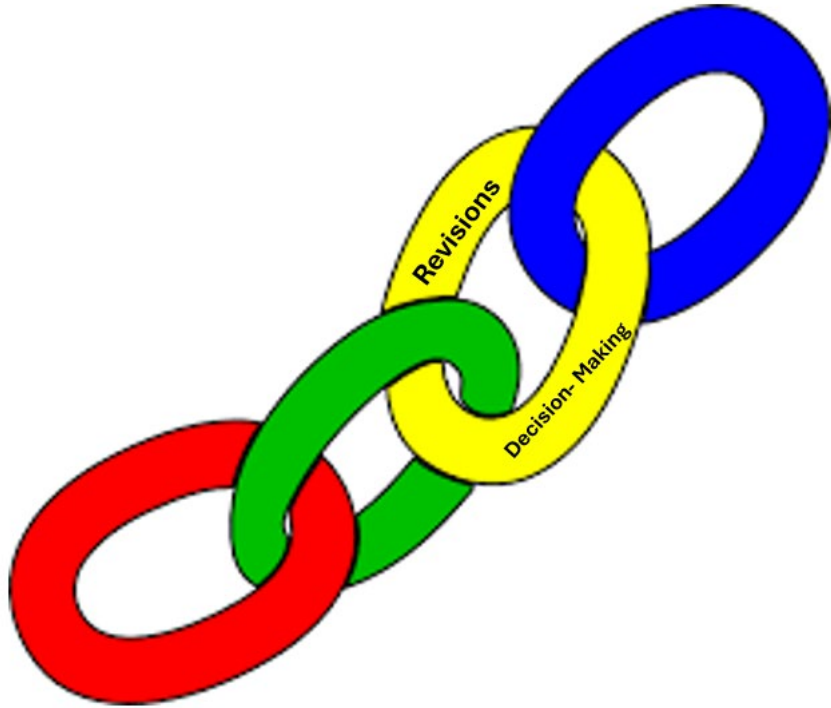
Turn and Talk



What structure,
protocol, or system
does your district and
schools have for using
data and progress
monitoring?



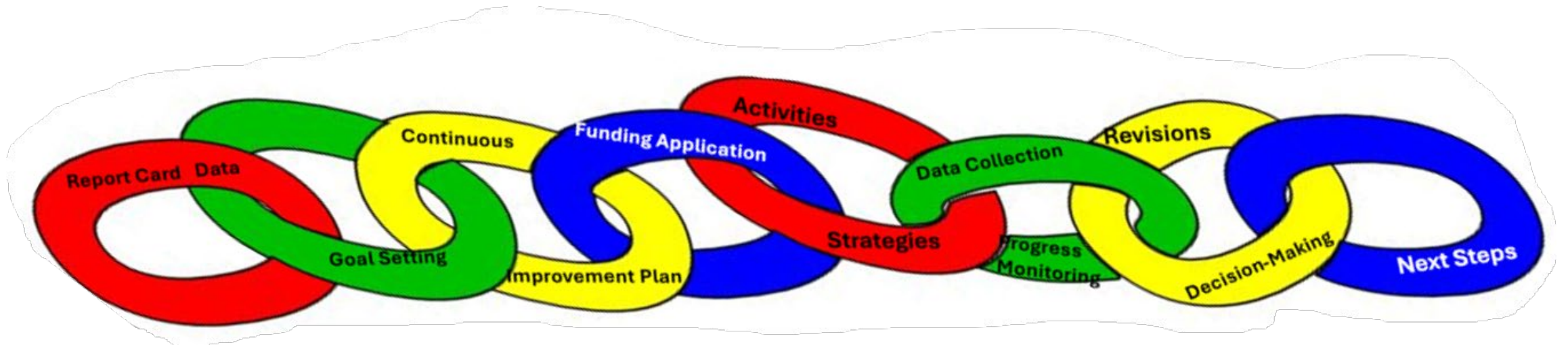
Revisions and Decision Making



- Based on the data, what revisions need to be made?
- Have the revisions been amended in your application in GEMS and your Continuous Improvement Plan?
- What are the next steps?

Turn and Talk

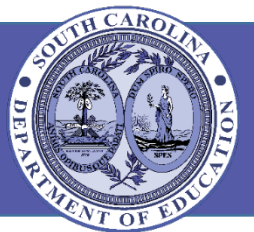
There are many links in the chain of school improvement, what are some other links to consider?



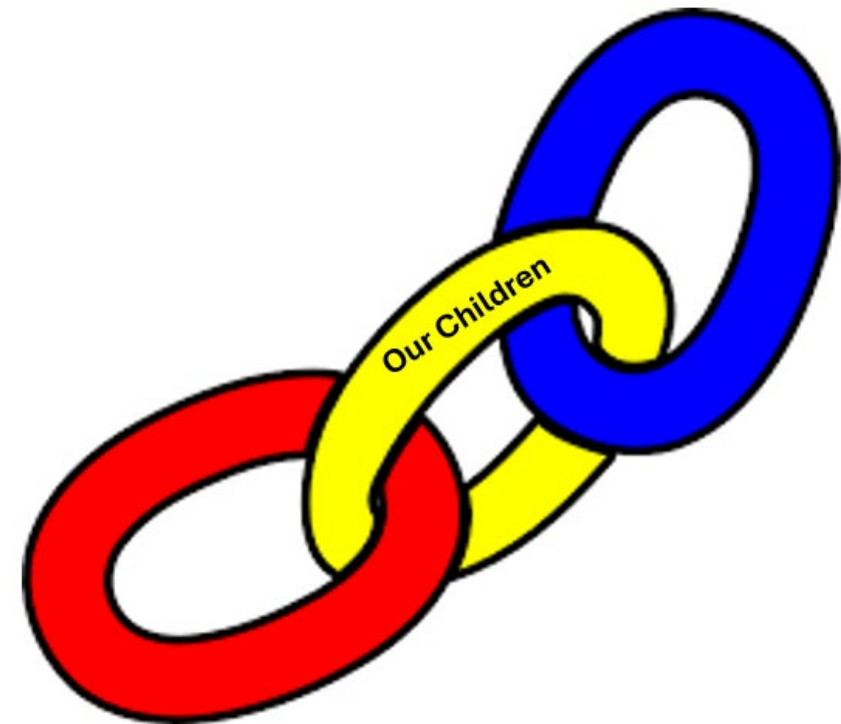


Questions to Ponder

- Do you have links that are not connected?
- Are there links missing in your school improvement chain?
- **Are the links of School Improvement connected in your district?**



The Most Important Link



Resources

- Continuous Improvement Plan
- Accountability Manual
- Alliance for Resource Equity
Guidebooks for Ten Dimensions
- Questions to Consider While
Planning
- SIM Contact Information
- <https://ed.sc.gov/districts-schools/school-improvement/>

