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DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION

Office of School Transformation

Continuous Improvement Process Guide

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INTRODUCTION

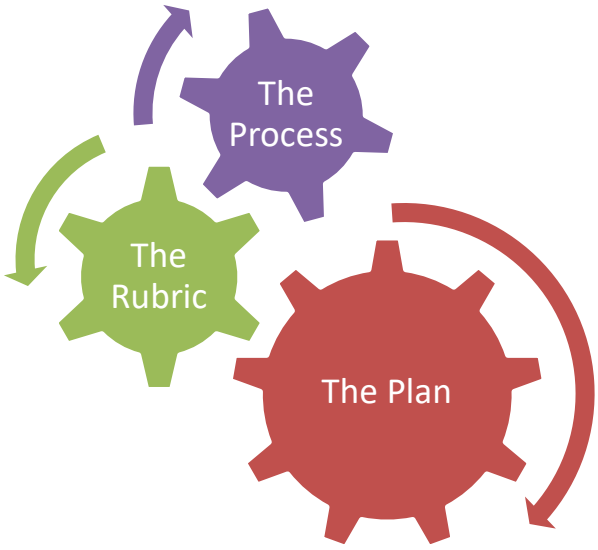
The South Carolina Continuous Improvement Guide is intended to support schools and districts in developing and implementing a continuous, sustainable improvement process that supports student achievement at the highest levels. Schools that can identify the core principles of continuous improvement and act upon them accordingly have an increased likelihood of not only improving any deficient areas, but also sustaining any improvement that is achieved as a result of following the process.

THE PROCESS

The Continuous Improvement Model (Process) is comprised of six phases:

1. Diagnose
2. Select
3. Plan
4. Implement
5. Monitor and Evaluate
6. Revise

Additionally, the Process requires teams to assess Leadership, Culture, Building Capacity and Effective Instruction in all phases.



THE RUBRIC

The Continuous Improvement Rubric should be used to identify a school's level of engagement in the continuous improvement process. The Office of School Transformation will use the rubric to monitor districts and schools identified for improvement and provide ongoing feedback regarding progress toward increased student outcomes. It is important to note that continuous school improvement is critical for the sustained success of all schools, regardless of performance level.

Schools should use the Continuous Improvement Rubric three times each year. **The first facilitation of the Rubric should be completed before engaging in the process of an improvement cycle.** The results of this assessment should inform the work of the Continuous Improvement Plan and allow leadership to ensure that necessary stakeholders are a part of the School Improvement Team.

Continuous Improvement Rubric
Continuous Improvement Rubric Webinar

THE PLAN

The purpose of the Continuous Improvement Plan is to narrow the focus of district and school renewal plans, targeting specific areas of improvement. Additionally, the Plan serves as a progress monitoring tool which is aligned with the Continuous Improvement Rubric and serves as a planning document for GEMS (Grants Electronic Management System) requirements.

Schools are required to send completed copies of the CI Plan to the district office, where they will be collected, reviewed, and sent to the Office of School Transformation.

The Continuous Improvement Plan should be used as a tool to facilitate conversations centered on improvement priorities, evidence-based strategies/practices and should serve as a planning document to organize and record the thinking behind the Process.

PHASE 1: DIAGNOSE

The purpose of Phase 1 is to diagnose deficiencies and determine what needs to be improved, in what content areas, by which students, at what rate, and to what extent. An external team review is conducted within the needs assessment process. During this phase, school leadership teams review multiple sources of data and evidence, along with the external review team report to analyze student performance, perceptual, and environmental data.

A comprehensive review and analysis of student, perceptual, and environmental data is conducted to establish a baseline that:

1. provides the foundation for understanding the school's strengths and weaknesses, and
2. serves as the basis for selecting research-based strategies and programs to improve student achievement.

The needs assessment serves as a formative assessment measure in the school improvement process. It provides documented evidence and specific information regarding key leadership, teaching, and learning practices in the school or district. In addition to the review of instructional and leadership practices, school climate and community engagement are also analyzed. The result is a comprehensive picture of the school and clear articulation of school improvement priorities.

As a result of the needs assessment, improvement opportunities are identified for each school or district. LEAs are provided with a comprehensive set of improvement priorities to utilize in the development of the school or district renewal plan. The needs assessment serves as a formative measure in the school improvement process because it is essential in aiding school or district leadership teams in identifying performance strengths and/or improvement needs via an analysis of present student achievement levels and other relevant evidence is essential in determining the school's or district's present levels of performance.

The SCDE Office of School Transformation recommends using the following protocols and tools to assist in diagnosing the current reality of the school.

- Examining Data Protocol
- Atlas Protocol
- Gap Analysis Protocol
- Data Informed Practices Rubric

REVIEW APPROPRIATE DATA SOURCES

Using a variety of data sources to determine improvement needs is an essential part of the process to diagnose improvement needs. Leadership teams should review multiple sources of data and consider the following types of data:

Achievement data- Data that provides evidence of student performance on summative and formative assessments. This data can be used to determine the effectiveness of your instructional program

Demographic data- Data that describes the school or district, staff, students, or is disaggregated by demographics. This data can provide evidence of how effective the instructional program is for a particular group of students.

Perception data- Data gathered through surveys, interviews, or observations. This data helps provide evidence of the beliefs and perceptions of students, staff, or the greater school community.

System data- Data that documents the school's or district's processes or system for continuous improvement, assessment practices, and professional development to support the instructional program.

Achievement Data	Demographic Data	Perception Data	System Data
School Report Card	Diagnostic Review	Diagnostic Review	Diagnostic Review
Needs Assessment	Attendance	Climate Survey	District Strategic Plan
SC Ready	Discipline	Stakeholder Survey	School Renewal Plan
SCPASS	Ethnicity/Race	Staff Survey	Staff Meeting Agendas
EOCEP	Gender	Student Surveys	Staff Meeting Minutes
Work Keys	Socioeconomic Status	Observation Data	Prof. Development Plan
ACT	Migrant	Student Interviews	Department Agendas
Measures of Academic Progress	Homeless	Parent Conferences	Department Minutes
STAR Reading	Military Connected	Teacher Conferences	Curriculum Maps
STAR Mathematics	Special Education		Best Practices Guide
Common Assessments	Gifted		
Benchmark Assessments	English Language Learners		
iReady	Graduation Rate		

TOOLS & RESOURCES FOR DIAGNOSING AND PRIORITIZING DATA NEEDS

School improvement is not an exercise in a simple execution of best effort. Improving the academic outcomes requires a scientific approach to school improvement. A successful data review and use process is inclusive of five critical components:

PHASE 1 CONSIDERATIONS AND GUIDING QUESTIONS

Considerations	Guiding Questions for School Improvement
Make available appropriate data sources to include *achievement* data, *perception* data, *demographic* data and *system* data.	What types of data are accessible? To whom are they accessible?
Using the selected data and a protocol to identify improvement needs, conduct a comprehensive review and analysis of student, perceptual, and environmental data to establish a baseline that: **1) provides the foundation for understanding the school's strengths and weaknesses and** **2) serves as the basis for selecting research-based strategies and programs to improve student achievement.**	Which protocol will be used to identify improvement needs? Is the selected protocol systematic, purposeful, and designed to deepen practitioner understanding to identify improvement needs? What are the school's strengths and weaknesses?
Establish structures, driven by protocols, that ensure collaboration across grade levels and disciplines? • **Professional Learning Communities** • **Common Planning** • **Observation Feedback Sessions**	Has a schedule been created and shared for PLCs, common planning, observation/feedback and professional development?

Review key leadership practices.	What are the policies for attendance, discipline, grading, etc.? How and when are they communicated? What is the schedule for teacher observations, evaluations, and feedback? What observation tool will be used? Is there an instructional leadership team? When do they meet? What is the schedule for the principal/TC meetings?

CONDUCT A DATA PROTOCOL TO IDENTIFY IMPROVEMENT NEEDS

Once you have gathered all of your data sources, it is important to now analyze the data to see what you may learn regarding student academic performance and teacher practice/effectiveness. One way to determine if the patterns and trends in performance as evidenced by your data are interpreted similarly is to conduct this protocol in small groups using the same data sources. After each group has conducted their analysis, a review of findings may be provided to identify what groups noticed. You might also have groups document any additional questions that were presented as a result of the data review and analysis that could not be answered based on the data sources or present the need for further discussion as a staff or a deeper examination of practice. Analyzing data (summative and formative) involves a deep dive into what the information is telling you, the trends or patterns in the data, and how the data compares to previous years, sets of students, academic growth, etc. Use this Data Analysis Protocol Tool to analyze the data for patterns, trends, and document questions that come to mind as you review the data.

Additional Tools for Analysis:

- Gap Analysis Protocol
- Data Informed Practices Rubric

PHASE 2: SELECT

Phase 2 focuses on selecting relevant, evidence-based practices, strategies, and interventions aligned to academic or other improvement deficiencies as evidenced by multiple sources of valid and reliable data.

PRIORITIZE IMPROVEMENT NEEDS

Leadership teams should identify priority areas for improvement based on the diagnostic review improvement priorities, analysis of multiple data sources, and review of current performance as evidenced in the school or district report card. By selecting three to four identified needs-the most important problems to be addressed, the school or district can focus their efforts. Prioritizing which areas of improvement to focus on is an important step to take prior to selecting relevant evidence-based interventions or practices to be implemented. The selected interventions should align to the prioritized improvement needs.

- Atlas Data Protocol

IDENTIFY BIG ROCKS:

After a thorough examination of data (e.g., academic and non-academic student data, survey data, walkthrough/instructional round data) through a designed process the administration will determine three to four key "rocks" or issues to address that if a desired state was reached, your students would be demonstrating high levels of success. Examples of these "big rocks" or key processes could be Academic Focus, Engaging Instructional Strategies, Data Driven Instruction, School Culture, Ensuring College and Career Readiness, but there could be others. Negative trends may be identified at different levels of aggregation within and across each content area. For example, priorities may be identified:

- at the overall school performance level, in a specific content area or across multiple content areas;
- at an individual grade level within and/or across multiple areas;
- at the standard/strand level if analyzing formative data;
- at the subgroup level

PRIORITIZED DATA CONCERNS & ALIGNMENT TO NEEDS ASSESSMENT PRIORITIES

(Blank Template Linked HERE)

Prioritized Data Concerns List the prioritized data concerns, focused on three to four priority areas. These priority areas once established should be in **direct alignment** with your Continuous Improvement Plan goals.	**Needs Assessment Improvement Priorities** List the improvement priorities from your most recent needs assessment that best align with each prioritized data concern.

Conduct a Root Cause Analysis

Root Cause Analysis is a process used to determine the core cause of deficient performance. The idea is to determine the primary reason for a student's lack of performance as evidenced by data. To determine the root cause, users should answer guiding questions using evidence supported by multiple sources of achievement data and valid observational data that supports their efforts to identify and examine the core reasons for deficiency. Preuss (2003) describes Root Cause Analysis as a tool to use both reactively, to investigate an adverse event that already has occurred, and proactively, to analyze and improve processes and systems before they break down. In summary, the core reasons for conducting a root cause are as follows (Preuss, 2003):

- Helps identify the core issue or cause of a problem
- Helps determine why a problem is occurring
- Reduces the likelihood of addressing symptoms of the problem, which may lead to lessening the positive impact on learning outcomes
- Provides a logical, rationale for selecting an appropriate intervention strategy

Suggested Root Cause Analysis

- Fishbone Analysis
- 5 Whys

Phase 2 Considerations and Guiding Questions

Considerations	Guiding Questions for School Improvement
Prioritize improvement needs for impact on student achievement outcomes.	Which improvements will have the most impact on student outcomes?
Conduct a root cause analysis to ensure identification of the core issue or cause of data concerns.	Which root cause analysis protocol will be used? What is the core issue causing data concerns?
Develop an understanding of evidence-based interventions or practices.	Does the team have a firm understanding of what an EBI/P is?
Determine how the team will progress monitor the intervention.	What type of documentation are you using for the selected intervention to prove success in academic achievement?
Select relevant evidence-based interventions or practices that align with the prioritized improvement needs.	How does the selected EBI align to the school's prioritized improvement needs?

Understanding Evidence Based Interventions and Practices

What is an Evidence-Based Intervention or Practice?

An evidence-based intervention (EBI) is an instructional practice that has demonstrated a proven statistically significant effect on improving student outcomes based on evidence (strong, moderate, promising, rationale) or includes ongoing efforts to examine the effects of such on student performance.

When selecting evidence-based interventions (EBI) or practices, schools or district should be mindful of ensuring that the intervention does as follows:

- Appropriately addresses the identified improvement need(s)
- Shows promise with a similar demographic of students in a similar context

- Can be supported with the appropriate professional development and resources
- Meets the level of evidence requirement for your school's assigned tier

Professional development needs should be determined as the EBI is selected to support the implementation of the selected EBI. In addition, consideration should be given to ensuring that teachers and students have the resources necessary to implement the EBI selected to address the identified improvement need(s).

ESSA Requirements:

Explore & Select Evidence Based Interventions using SCDE approved resources below:

What Works Clearinghouse

Evidence for ESSA

Results First Clearinghouse Database

Guides for Identifying Evidence-Based Interventions for School Improvement

Evidence Resources from the Regional Education Laboratories (RELs)

PHASE 3: PLAN

Phase 3 focuses on using your established improvement priorities to develop clear, measurable goals, with specific success criteria, and timelines.

DRAFT YOUR CONTINUOUS IMPROVEMENT PLAN

After ensuring alignment with the root cause in practice and the evidence-based intervention, it is now time to draft the goals for the Continuous Improvement Plan. Using the provided format, the School Leadership/Improvement Team, in collaboration with the Transformation Coach (assisting schools under Comprehensive Support and Improvement status), develops a Continuous Improvement Plan to address established priorities including clear, measurable goals, specific criteria and timelines. ***Goals and strategies in the CI Plan should be clearly linked to the improvement needs as evidenced by data and the improvement priorities in the needs assessment.*** Established priorities should have clear and measurable goals.

Using the CI Plan, the team will progress monitor at 30-, 60-, and 90-day intervals. Progress monitoring to determine the effectiveness of interventions, revisiting and revising as necessary.

Elementary and Middle School Continuous Improvement Plan

High School Continuous Improvement Plan

Support Document for Continuous Improvement Plan

Example Continuous Improvement Plan

KEY TERMINOLOGY FOR GOAL STATEMENTS:

Indicator	The data element you are trying to improve.
Target	The actual numeric goal related to the indicator.
Milestone	The deadline by which you expect the goal to be met.

An example of an effective goal statement can be found below:

"Increase student attendance rates to 94% per week by December 14, 2024.

INDICATOR **TARGET** **MILESTONE**

DEFINE ACCEPTABLE IMPLEMENTATION

During this phase of planning for implementation, the team should work to define acceptable implementation (evidence) for each evidence-based strategy or practice selected and develop a schedule and formal methodology to collect the data related to the implementation based on predetermined timelines. For example, given the attendance goal above, the acceptable evidence of implementation might be as follows:

A. Evidence-based strategy level selected: Student attendance conferencing (rationale)
B. Acceptable Evidence of Implementation:
    a. Conference roster of students with 3 or more absences produced every two weeks
    b. Conference documentation form to document discussion of the importance of attendance, attendance goals for each student, student action steps, counselor action steps, and consequences for absenteeism
    c. Individual student and school-wide attendance chart with running calculation of percentage of time present for school reviewed on Friday of each week and submitted to grade level Assistant Principal; review for school-wide attendance rate every three weeks.

Define Ownership of Implementation & Monitoring of Goals and Strategies

In this step, the leadership team assigns the person(s) responsible for each strategic action to clearly define ownership, roles, and responsibilities.

CONSIDER SUPPORT STRUCTURES NEEDED FOR SUCCESSFUL IMPLEMENTATION

After drafting an appropriate goal, determining acceptable evidence of implementation, and defining ownership of goals and strategies, teams should consider the necessary resources, materials, personnel, professional development, etc. that should be planned and carried out to support the implementation of the selected strategy.

EVIDENCE-BASED INTERVENTION PLANNING TEMPLATE EXAMPLE (BLANK TEMPLATE LINKED HERE)

Intervention	***Relevance***	***Plan for Implementation***	***Progress Monitoring***	***Alignment to Improvement Priority***
List your current intervention	*Is this relevant to improvement need(s) and local context?*	*How do you know this meets the criteria, and what structures are in place to implement with fidelity?*	*How will we monitor the progress of implementation for the selected intervention?*	*To which improvement priority (ies) does this intervention align?*

Read 180 Afterschool *Technology and teacher instruction in small groups*	Our **formative** assessment data says that 72% of our 5th grade students are reading two or more grade levels below. Our **summative** data shows that 52% of our 5th grade students scored "Does Not Meet".	According to ESSA, this intervention is "**strong"**. In addition, we read the scientific studies in The What Works Clearinghouse to verify the "**strong"** level of this intervention. Both sources were aligned and provided the steps for us to implement with fidelity. Teachers are comfortable with small group instruction in their classrooms and know how to use their formative assessment data to group students.	Ask yourself the following questions to *begin* to focus how you select interventions: • What decisions should we address for future interventions during the next school year? • Do we adjust this intervention? If so, what impact might this have? • What evidence will we collect to determine if the intervention impacts student outcomes?	Engage in consistent instructional strategies that require student critical thinking skills to address individual learning. These instructional strategies should enable students to integrate content and skills with other disciplines and use technologies as learning tools.

IMPLEMENTATION FIDELITY

The following considerations are essential for implementation:

1. Need-how well does the practice, intervention, or strategy meets the identified needs of students
2. Fit-how well does the practice, intervention, or strategy fit with current structures and supports
3. Resource Availability-how available are needed resources for staff development, technology, data support, etc.
4. Exemplar Identification-have you identified an exemplar of the practice that can be observed or serve as assistance in replicating the practice in your context; what evidence is available that supports the practice, intervention, or strategy may have a positive impact if implemented well
5. Fidelity of Implementation- How will you monitor the fidelity of implementation for each evidence-based intervention, strategy, or practice selected?
6. Communication-how will you work with stakeholders to communicate support and execute the implementation of the improvement strategies and identify necessary behaviors for improvement?

FIDELITY OF IMPLEMENTATION TEMPLATE EXAMPLE (BLANK TEMPLATE LINKED HERE)

Intervention Name / Brief Description: Guided Reading: is an instructional approach that involves a teacher working with a small group of students who demonstrate similar **reading** behaviors and can all read similar levels of texts. The text is easy enough for students to read with the skillful support of a teacher.

Key Considerations	**With your team, analyze and discuss each of the considerations in regard to your particular intervention.**	**What growth opportunities do we have within these implementation action steps?**

Needs of Students: How well does the program or practice meet identified needs?	Our **formative** assessment data (F&P) say that 32% of our 3rd grade students are reading on grade level. Our **summative** data show that 86% of 3rd grade students scored "Does Not Meet".	**Resources:** **Timeline:** **PD:** Further PD on identifying student reading behaviors **Feedback:** **Review/refine/assess:** Consider using student data notebooks for progress monitoring.
Fit: Does this fit with current initiatives, priorities, structures and supports, & parent/community values at the school?	Teachers are comfortable with small group instruction in their classrooms and know how to use their formative assessment data to group students.	**Resources:** **Timeline:** **PD:** Provide teachers with an opportunity to observe model classrooms **Feedback:** We have some teachers who are hesitant to implement small groups. **Review/refine/assess:**
Resource Availability: What training, staffing, technology supports, curricula, data systems and administration do we currently have and what will we need to consider?	Teachers have access to classroom sets of leveled texts and have established classroom libraries based on student needs.	**Resources:** We need to continue to purchase leveled texts **Timeline:** Ongoing **PD:** Consider providing training on how teachers can level texts independently **Feedback:** **Review/refine/assess:**
Exemplar Identification: Have we identified an exemplar of the practice that can be observed or serve as assistance in replicating the practice in your context; what evidence is available that supports the practice, intervention, or strategy may have a positive impact if implemented well?	We have 5 teachers and the instructional coach who have successfully implemented guided reading structure in their classrooms.	**Resources:** Identify master teacher(s) for observation purposes **Timeline:** Schedule opportunities for focused classroom observations each nine weeks **PD:** Job embedded related to grouping students based on assessment data **Feedback:** Using walkthroughs teachers are informed of the percentage of teachers who are implementing GR with fidelity. **Review/refine/assess:**
Communication: How will we work with stakeholders to communicate support and execute the implementation of the improvement strategies and identify necessary behaviors for improvement?	We conducted a survey for parents which revealed that they wanted to learn more about instructional practices at the school.	**Resources:** **Timeline:** Fall 2018 **PD:** Organize a family literacy night. **Feedback:** Provide specific feedback to teachers regarding reading, writing, and speaking; include reading at home tips in the weekly newsletter. **Review/refine/assess:**
Fidelity: How will we monitor the fidelity of implementation for each evidence-based intervention, strategy, or practice selected?	Administrators and the instructional coach will conduct observations and provide feedback accordingly.	**Resources:** **Timeline:** **PD:** **Feedback:** Allow consistent opportunities for teachers to share best practices **Review/refine/assess:** Allow consistent opportunities to share evidence-based guided practice strategies to refine instruction.

The School Improvement develops a Continuous Improvement Plan to address established priorities. Established priorities should have clear and measurable goals and should meet the evidence-based criteria aligned with the school's assigned tier level. For example, if the school identifies an attendance problem as a top priority, the school improvement team should state a goal having a clear target, indicator, and milestone date. An effective goal statement is specific, measurable, realistic/relevant, and time-bound.

An example of an effective goal statement is:

"Increase student attendance rates (indicator) to ninety-four percent per week (target) by December 14, 2020 (milestone date)."

During this phase, the School Improvement Team identifies needed resources, outlines future professional development, and develops a plan for monitoring implementation of the plan.

The following steps are critical when planning implementation of an effective improvement plan:

- Define ownership: Assign persons responsible for each strategic action;
- Determine if identified strategies require funding, the source of the funding, and how funding will be sustained;
- Define and provide professional development required to implement each prioritized strategy; and
- Determine the structures and systems needed to support, sustain, and monitor the implementation of the plan.

Phase 3 Considerations and Guiding Questions

Considerations	Guiding Questions for School Improvement
Draft/Revise your plan for improvement *(*SRP, CIP, etc.*).*	How is the CIP aligned to the improvement priorities?
Define acceptable implementation of the selected EBI/P and define ownership of implementation and monitoring of goals and strategies.	How will EBI/P be implemented in the school? What process is in place for evaluating the impact of the interventions, strategies, programs, etc that are being used in the school?
Consider support structures that may be needed for successful implementation (resources, PD etc.).	What structures are in place to support the implementation of EBI/P? What structures will be added to ensure successful implementation?
Review Key Implementation Considerations for Intervention(s): *Need, Fit, Resources, Exemplar Identification, Fidelity, Communication* **This document will help schools determine action steps: resources are secured, timelines are established, PD plan is aligned, etc.**	What are the students' needs? How do the EBI/P align with student needs, school/district initiatives, community values, etc? What resources are needed? What does effective implementation look like? How will EBI/P be communicated to stakeholders? How will implementation be monitored?
Record Baseline Data and link to the Continuous Improvement Plan	What data will be used to measure progress? Quantitative and qualitative?

PHASE 4: IMPLEMENT

Phase 4 **focuses on the critical components and action steps needed to ensure the plan is implemented with fidelity.**

IMPLEMENTATION ACTION STEPS

Once the Continuous Improvement Plan is put into action, the following **actions** also occur throughout the school year:

- Resources are secured for implementation of the selected evidence-based intervention, strategy, or practice
- Realistic timelines are established and followed for full implementation of the evidence-based intervention, strategy, or practice
- Professional development plan is aligned to the selected evidence-based intervention, strategy, or practice and supports the Continuous Improvement Plan. Professional development is job-embedded and continuous.
- Stakeholders are provided with evidence-based feedback and data on the quality of implementation (poor, moderate, strong with fidelity) of the plan
- Stakeholders have routine opportunities to review, refine, and assess progress toward the goals in the plan as it is publicly shared.

The Continuous Improvement Plan, when complete, should:

- Contain key evidence indicators to ensure implementation of strategies and progress toward goals can be measured
- Contain agreed upon student achievement targets at multiple progress monitoring checkpoints that are specific, measurable, attainable, realistic, and time bound.
- Be communicated to ensure all stakeholders have a clear understanding of the plan's goals, strategies, and how & when quality implementation will be measured

IMPLEMENTATION STRUCTURES AND PROCESSES

Structures and Processes for Quality Implementation of the School Renewal Plan include:

- A process to collect data on the implementation from the whole staff must be established and shared. To this you may wish to use the **Evidence Based Intervention Walk-Through Tool** and should use the **Continuous Improvement Plan**.
- A set of data-based tools that may be used to revisit the plan, adjust the plan, evaluate progress toward the goal, or guide further improvement; these tools should allow the school improvement team to see the level of implementation over time and identify trends and patterns.
- A process for publicly sharing and graphically displaying data collected during observations, instructional rounds, etc. to assess the level of implementation of the evidence-based intervention, strategy, or practice.

IMPLEMENTATION QUALITY

Schools and/or districts should consider the following systems and/or processes to be used to support quality implementation of the plan. To do this check for alignment between the Continuous Improvement Plan and:

- School or District's Yearly Professional Development Plan
- Data Team Meeting Schedule-to include an agenda, protocol, and minutes to document each meeting's purpose and to ensure ongoing analysis of data,

- Departmental or Grade Level PLC Meetings-to determine the instructional strategies to be utilized for intervention and practice implementation,
- Walk Through, Observation, or Instructional Rounds Schedule-to monitor frequency and quality of evidence-based interventions and strategies in practice, and determine the fidelity of implementation of intervention strategies
- School/District Renewal Plan Progress Monitoring Schedule-documented dates to review progress toward school/district goals based on evidence (data), and ongoing measurement of implemented interventions/practices and their impact on student learning outcomes.

Evidence Based Intervention Walk Through Tool (Linked HERE)

Evidence-based intervention practice or strategy to be observed:

Date	Teacher	Observer	Level of Implementation	Observation notes/Evidence of implementation or lack thereof

To what degree did you observe the implementation of the evidence-based practice?
Level 1: Needs Improvement; little to no evidence of implementation of the evidence-based intervention practice or strategy
Level 2: Some evidence of implementation of the evidence-based intervention practice or strategy; additional support may be needed for effective implementation
Level 3: Strong and sufficient evidence of implementation; effectively implemented; observer can clearly document evidence of success

Phase 4 Considerations and Guiding Questions

Considerations	Guiding Questions for School Improvement
Implement the plan for identified strategies.	What does effective implementation look like? Who will be implementing the plan? How will implementation be monitored?
Engage stakeholders in the plan.	How is the plan communicated to stakeholders? What role do all stakeholders play in effective implementation of the plan?
Ensure systems, structures, and processes are in place for continued use of existing interventions or define steps for implementation of new interventions.	What systems, structures, and processes are in place to support effective implementation? What is the action plan for effectively implementing the plan?

PHASE 5: MONITOR AND EVALUATE

Phase 5 focuses on assessing the impact of the plan and examining progress toward the improvement goals.

REVIEW GOALS AND BASELINE DATA IN SCHOOL RENEWAL PLAN

Data is collected on the specific targets established in the Continuous Improvement Plan and analyzed by the School Leadership Team to determine progress toward the set targets. Data may indicate sufficient progress toward the goal, lack of progress/change, or negative impact or change. Adjustments (continue with the strategy, abandon or modify the strategy) are made based on the data. Measured results may indicate progress toward the goal, a lack of change, or possibly even a worsening situation. Based upon the results, identify whether to stay the course or to change strategy. Adequate progress likely means no change is necessary. If progress is being made, but the rate of change is not adequate to ultimately meet the goal, a change in the strategy might be needed, an assessment of the fidelity of the implementation may be needed, or an addition to the strategy may be required.

CONDUCT A PROGRESS CHECK

To best analyze the data that has been collected to determine progress toward the goal, place the data in a graph, chart, or spreadsheet so that areas of strength and areas of opportunity are easily identified. Next, determine whether sufficient progress toward the goal is being made or if there is insufficient progress toward the goal at this time. Share progress toward goals based on evidence and data collected from the Evidence Based Intervention Walk Through Tool or Progress Monitoring Tool with the School Leadership Team. Use a data protocol to ensure meaningful and purposeful discussion that will support the development of action steps needed to make forward progress toward the goal.

REVIEW IMPLEMENTATION PLAN

Pay specific attention to results as evidenced by data. Identify causes for celebration. Identify opportunities for growth. Seek root causes if progress toward the goal(s) is deemed insufficient.

Use the data protocol to identify what needs to be improved upon, in which content areas, by which students, to what degree; adjust strategies, professional development, monitoring as needed.

PHASE 5 CONSIDERATIONS AND GUIDING QUESTIONS

Considerations	Guiding Questions for School Improvement
Record Mid-Year Data on the Continuous Improvement Plan.	What does the mid-year data indicate about the effectiveness of the EBI/P?
Collect on the specific targets established and conduct analysis protocol to determine progress.	Which protocol will be used to analyze progress? What has been working? What has not? What other data is needed?
Continue with current, or select new, Evidence Based Interventions determined by areas of need identified by review of available data.	Does the plan need revision? Have areas of need changed?
Refine understanding of evidence-based interventions or practices and align the school's needs with the justifiable level of evidence.	Does the team understand evidence-based interventions?
Review participants' accountability for implementation of the plan.	Has the plan been implemented effectively? What are the strengths and weaknesses of implementation?

Review monitoring process of the plan.	Who was responsible for progress monitoring the plan? Was the plan monitored?	
Record End of Year Data on the Continuous Improvement Plan.	What does the end of year data indicate about the effectiveness of the EBI/P?	

PHASE 6: REVISE FOR MOMENTUM OR SUSTAINABILITY

Outcomes of the internal analysis of the progress toward set targets in the Continuous Improvement Plan are examined to determine the success of school improvement activities, programs, and strategies. Focus must be placed on maintenance and sustainability. Based on the outcomes, the plan should be revised, following steps one through five to ensure continued improvement or to develop desired momentum. This planning cycle has been described as a series of separate phases, but in practice, the phases may overlap.

REVISE IMPLEMENTATION PLAN

- Rework the **Evidence Based Intervention Walk Through Tool** to ensure monitoring of the implementation and impact of the evidence-based intervention(s) on student learning outcomes.
- Document evidence of how your revised implementation plan will address the improvement priorities outlined in your needs assessment and Continuous Improvement Plan.

DETERMINE NEXT STEPS

Based on your determination regarding progress, develop a plan to improve implementation by providing:

- specific, actionable, robust feedback to teachers regarding the implementation of the selected EBI/P.
- additional resources or materials needed to improve the quality of implementation.
- targeted and differentiated professional development to improve implementation efforts.

Determine who will be responsible for the additional action steps, develop future dates for the next progress check, needed funding sources to be used to provide additional resources or professional development, and determine acceptable evidence for the next progress check that will signify successful and positive progress toward the goal.

PHASE 6 CONSIDERATIONS AND GUIDING QUESTIONS

Considerations	Guiding Questions for School Improvement
Conduct an Implementation Quality Review of all strategies, activities, programs and interventions to gauge effect and impact on student achievement.	What were the strengths and weaknesses of the plan? What does the end of year data say about the plan, implementation, and progress monitoring?
Review procedures and policies related to sustainability planning. **-more participation** **-turnover** **-improvement cycles**	How have procedures and policies supported sustainability?
	What structures and protocols were used?

Ensure that team plans within and across teams using formal means: **-meeting minutes** **-shared agendas** **-shared forms/procedures**	What structures and protocols will be used in the future?

APPENDIX

COMMONLY USED ABBREVIATIONS:

Abbreviation	Meaning
CIP	Continuous Improvement Plan
EBI/P	Evidence-Based Intervention or Practice
ESSA	Every Student Succeeds Act
GEMs	Grant Electronic Management System
PDP	Professional Development Plan
PLC	Professional Learning Community
SRP	School Renewal Plan

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