



Georgia Department of Education
Division of School and District Effectiveness
2016 – 2017 Northeast Region

Guide to Operational Level
On
Key Georgia School Performance Standards

The process of assessing, planning, implementing and monitoring is required to achieve continuous school improvement. Leadership Team effectiveness is assured when common understanding is reached regarding standards and the steps leading to mastery. Satisfying the “operational” descriptor of the Key Performance Standards rubrics is the implementation expectation. This guide includes explanations, examples and guiding questions to facilitate understanding of the Operational Level from the rubric for each of the Key Georgia School Performance Standards. The intent is not to outline a sequence of actions that must be followed. The purpose is to facilitate the leadership team in viewing and discussing requisites to reach the next level of growth in order to set goals and plan next action steps. This guide is intended to support understanding the journey to achieving quality continuous school improvement.



Disclaimer: We have taken all reasonable care to ensure that the information contained within these pages is accurate and up-to-date. We do not endorse any non-Georgia Department of Education documents or protocols referenced in these pages. This document contains only a sampling of processes and protocols and in no way should be considered an exhaustive list. It is at the discretion of individual districts and schools to determine appropriate resources to serve stakeholders.

GSPS Curriculum 1

Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, and instruction

OPERATIONAL LEVEL: A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.

GUIDING QUESTIONS

What common templates and protocols does the school/district provide for this work?

What is the school/district expectation for collaborative planning?

How is the work of the Instructional Team reviewed?

How frequently is the work of the Instructional Team reviewed?

EXPLANATIONS/EXAMPLES

1. Collaborative process for curriculum planning
 - a. Attend/participate regularly in collaborative meetings (teachers, coaches, administrators)
 - b. Observe established procedures, norms, protocols for meeting (create procedures, norms protocols for collaborative planning)
 - c. Write common understandings/learning from planning meetings into lesson plans
 - d. Implement/transfer common understandings/learnings from planning meetings to classroom instruction
2. Common expectations for standards
 - a. Deconstruct together standards addressed within units, preferably led by Instructional Coach or Department Chair – written and maintained for future reference, gaining additional insight, reflection, etc.
 - b. Agree on what students must know, understand and do in order to reach standard mastery

- c. Maintain written artifacts (e.g. exemplars and examples of weak work from a previous year or colleague from another class [school] teaching the same subject –eliminate student names)
3. Common expectations for curriculum
 - a. Align content and standards
 - b. Select resources to use within lessons – discussion/(lesson plan feedback)

GSPS Curriculum 1 cont'd

4. Common expectations for assessment
 - a. Develop collaboratively assessments (benchmark-summative; formative-several from which to choose; diagnostic-pretests or professionally created - develop a bank) ensuring that each item is closely aligned to the learning targets that lead to standard mastery
 - i. Ensure that sufficient items are developed to reflect student proficiency level
 - ii. Include more than one item to reduce guessing
 - b. Provide time for data analysis following administration
 - c. Provide time for developing interventions/next steps
 - d. Use protocols for analyzing data
 - e. Use protocols for interventions and next steps
5. Common expectations for instruction
 - a. Align daily learning targets to the standard and list targets in lesson plans
 - b. Introduce relevant vocabulary using research-based strategies
 - c. Plan strategies appropriate for standard mastery to the level of rigor expected from the standard
 - d. Establish connectivity among the tasks/targets/standards

- e. Ensure students can write “I Can” statements
- f. Ensure progress monitoring is conducted by students toward meeting the standard(s)
- 6. Align monitoring templates or tools to the expectations
- 7. Write critical expectations for content areas and clearly communicate with stakeholders
 - a. Conduct vertical conversations regarding end of course expectations in order for students to be prepared for the subsequent course/grade

GSPS Curriculum 3

Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed

OPERATIONAL LEVEL: A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented regularly. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are analyzed, and the curriculum documents are revised as needed in most content areas or grade levels, or both.

GUIDING QUESTIONS

Is there a uniform protocol/template describing the steps of the review process?

When does review occur?

Are teachers taking their collaboratively developed content assessments prior to administering to students for reflection and revision?

EXPLANATIONS/EXAMPLES

1. A process to review curriculum documents is implemented regularly
 - a. Compare routinely district required documents (maps/units/pacing guides) to standards included within units and ensure alignment
 - b. Ensure alignment of assessments (items) to the standards
 - c. Ensure assessment items reflect appropriate DOK levels
 - d. Create and use sufficient items to adequately assess student strengths/weaknesses
 - e. Ensure selected tasks are relevant and aligned to the standard – teachers/students can explain how the tasks will support reaching standard mastery
 - f. Match the intent of the standard to selected teaching strategies (describing is not the same as summarizing or analyzing)
 - g. Incorporate challenge/struggle and higher order thinking into lessons

GSPS Curriculum 3 cont'd

2. Data are analyzed
 - a. Examine student work routinely using a pre-determined process (e.g., tuning protocol- can be done before or after implementation) to determine whether or not DOK levels meet the rigor level of the standard, how to improve the task to support student understanding, or to increase rigor to challenge students' thinking
 - b. Provide feedback (ICs and administrators, Department Chairs) for teacher lessons and unit plans
 - c. Review suggested revisions and ensure suggestions/recommendations are included in lesson plans
 - d. Conduct Learning walks/peer observation data for identifying unique strategies, methodologies to be shared and included within colleagues' lessons
 - e. Identify professional learning needs revealed as a result of this endeavor
3. Curriculum documents are revised as needed in most content areas or grade levels, or both (usually a district initiative)
 - a. Identify revisions for consideration following analysis of the data
 - i. Extending time for certain standards/tasks
 - ii. Increasing frequency of formative assessments of difficult standards
 - iii. Matching tasks with the content to elicit student understanding
 - iv. Ensuring instructional practices are research-based and are appropriate for the content that is being taught
 - b. Record next steps to improve the quality of the curriculum documents and address them in a timely manner

GSPS Assessment 2

Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction

OPERATIONAL LEVEL: A balanced system of assessments, including diagnostic, formative and summative assessments is used routinely to monitor learning and to inform instruction.

GUIDING QUESTIONS:

For students who already have a good understanding of the specific content to be taught, how can the diagnostic information be utilized to challenge students?

Following analysis of the benchmark results what processes are used for developing appropriate interventions?

Following analysis of the benchmark results are curriculum revisions considered?

Following analysis of the benchmark results are instructional strategies reviewed?

EXPLANATIONS/EXAMPLES

1. A balanced system of assessments is used routinely to monitor learning
 - a. Develop a school library of diagnostic assessments for determining how to teach a group of students the required content (e.g., SLO pre-tests, I Ready preliminary assessments, EOC, EOG sample tests, teacher made tests using GOFAR and other resources, etc.)
 - b. Develop a school/classroom library of formative assessments for determining student progress through the content (identify which students may need reteaching, acceleration or reinforcement) and routinely review and revise as necessary
 - c. Develop a school library of benchmark assessments for determining whether or not students have mastered the standards and routinely review and revise as necessary
 - d. Establish assessment criteria or expectations
 - e. Align assessments to the intent and rigor of the standards

- f. Schedule time for teacher teams to analyze assessments
- g. Use protocols to analyze assessments
- h. Provide curriculum maps and pacing guides for all subjects

GSPS Assessment 2 cont'd

- 2. A balanced system of assessments is used routinely to inform instruction
 - a. Use diagnostic assessments
 - i. for students who have no understanding of the content to be taught (the standards-aligned, prepared lessons should move them to content mastery)
 - ii. for students who have some understanding of the content, lessons must include a blend of DOK levels in order to instruct as well as challenge
 - iii. for students who have a clear understanding of the content, lessons must include tasks that challenge and enrich student learning, extending and exceeding proficiency
 - b. Use formative assessments
 - i. for understanding the learning needs of students
 - ii. usually not for grading purposes
 - c. Use benchmark assessments
 - i. may be required by the district, or created by unit, topic, etc.
 - ii. may be created cooperatively by teachers
 - iii. should be worked by the teachers who teach the content prior to administration in order to determine flaws/needs for revision

GSPS Assessment 3

Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices

OPERATIONAL LEVEL: Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.

GUIDING QUESTIONS:

How do teachers apply assessment results to their own professional learning needs? (Pedagogical/content strengths and/or weaknesses)

Is student self-monitoring of progress utilized consistently and pervasively throughout all content areas? How do you know?

EXPLANATIONS/EXAMPLES

1. Uses common assessments aligned with the required standards
 - a. Develop collaboratively a process that specifies how common assessments will be developed, administered and analyzed
 - b. Ensure the process includes professional learning support for teachers
 - c. Ensure the process includes scheduled time for teachers to meet
 - d. Determine which common assessments are needed (interim, end-of-unit, performance tasks, etc.,) for grade levels and content areas
 - e. Establish schedules that allow time for teachers collaboratively to develop common assessments
 - f. Establish schedules that allow time for teachers collaboratively to analyze common assessments
 - g. Ensure assessments designed collaboratively accurately measure the content mastery and rigor of the standards being taught
2. Teachers use common assessments to monitor student progress
 - a. Use common assessment results to develop targeted interventions to meet individual student learning needs
 - i. Chart progress routinely (teachers)

- ii. Chart progress routinely (students)
- iii. Ensure assessment results are analyzed by students and they can articulate what they know, can do, and where they need additional assistance in order to master the learning target (e.g. “You Be George” protocol)

GSPS Assessment 3 cont'd

- 3. Teachers use common assessments to inform instruction
 - a. Analyze results to determine where re-teaching is required
 - b. Analyze results to determine where curriculum revision is required
 - c. Analyze results to determine where flexible grouping (differentiation) is required
- 4. Teachers use common assessments to improve teacher practices
 - a. Analyze results to determine effectiveness of instructional strategies
 - b. Analyze results to determine pedagogical strengths and weaknesses

GSPS Instruction 4

Uses research-based instructional practices that positively impact student learning

OPERATIONAL LEVEL: Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).

GUIDING QUESTIONS:

How are effective research-based instructional strategies identified?

Are research-based instructional strategies utilized consistently and pervasively throughout all content areas?

Are all teachers familiar with research on effective instructional strategies?

Are lesson plans routinely monitored for research-based strategy inclusion?

How is it determined that teachers need support with implementation of research-based strategies within instruction?

EXPLANATIONS/EXAMPLES

1. Incorporate into lessons, where appropriate, identified research-based instructional strategies that positively affect student learning
 - a. Marzano's 10 Effective Research-Based Instructional Strategies:
 - i. Vocabulary (Effect size=.95-32 percentile points)
 - ii. Comparing, contrasting, classifying, analogies, and metaphors (Effect size=1.61-45 percentile points)
 - iii. Summarizing and note-taking (Effect size=1.0-34 percentile points)
 - iv. Reinforcing effort and giving praise (Effect size=.8-29 percentile points)
 - v. Homework and practice (Effect size=.77-28 percentile points)

- vi. Nonlinguistic representation (Effect size=.75-27 percentile points)
- vii. Cooperative learning (Effect size=.74-27 percentile points)
- viii. Setting objectives and providing feedback (Effect size=.61-23 percentile points)
- ix. Generating and testing hypotheses (Effect size=.61-23 percentile points)
- x. Cues, questions, and advanced organizers (Effect size=.59-22 percentile points)

GSPS Instruction 4 cont'd

b. Marzano's 22 Researched Strategies 2004-2011

- i. Advance organizers: Providing students with a preview of new content
- ii. Building vocabulary: Using a complete six-step process to teach vocabulary that includes teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games
- iii. Complex cognitive tasks: Working on complex tasks such as investigation, problem solving, decision making, and experimental inquiry
- iv. Cooperative learning: Students working together in small groups
- v. Cues and questions: Using hints and questions to activate prior knowledge and deepen student understanding
- vi. Effort and recognition: Reinforcing and tracking student effort and providing recognition for achievement
- vii. Engagement strategies: Using activities designed to capture students' attention
- viii. Feedback: Providing students with information relative to how well they are doing regarding a specific assignment
- ix. Graphic organizers: Providing a visual display of something being discussed or considered (e.g., using a Venn diagram to compare two items)
- x. Homework: Providing students with opportunities to increase their understanding through assignments completed outside of class
- xi. Identifying similarities and differences: Identifying similarities and/or differences between two or more items

- xii. Interactive games: Using academic content in game-like situations
- xiii. Kinesthetic activities: Students representing new content physically
- xiv. Non-linguistic representations: Providing a representation of knowledge without words (e.g., a graphic representation or physical model)
- xv. Note taking: Recording information that is considered important
- xvi. Partial vocabulary: Using one or more aspects of a six-step process to teach vocabulary which may include teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games
- xvii. Practice: Massed and distributed practice on a specific skill, strategy, or process
- xviii. Setting goals/objectives: Identifying a learning goal or objective regarding a topic being considered in class

GSPS Instruction 4 cont'd

- xix. Student discussion/chunking: Breaking a lesson into chunks for student or group discussion
- xx. Summarizing: Requiring students to provide a brief summary of content
- xxi. Tracking student progress and scoring scales: Using scoring scales and tracking student progress toward a learning goal
- xxii. Voting technology: Using interactive clicker technology to collect data regarding student knowledge during class
- c. Max Thompson's Strategies (LFS) That Most Impact Achievement
- d. Extending Thinking Skills (compare/contrast; cause/effect; classifying; analogies/metaphors (Effect size- 1.61, Percentile gain=45)
- e. Summarizing (Effect size- 1.00, Percentile gain=34)
- f. Vocabulary in Context (Effect size- .85, Percentile gain=33)
- g. Advance Organizers (Effect size- .73, Percentile gain=28)
- h. Non-Verbal Representations (Effect size- .65, Percentile gain=25)
- e. Nine Categories of Strategies:

- i. Setting Objectives and Providing Feedback
- ii. Reinforcing Effort and Providing Recognition
- iii. Cooperative Learning
- iv. Cues, Questions and Advance Organizers
- v. Nonlinguistic Representations
- vi. Summarizing and Note Taking
- vii. Assigning Homework and Providing Practice
- viii. Identifying Similarities and Differences
- ix. Generating and Testing Hypotheses
- f. Match research-based instructional strategies with effect size/potential percentile point improvement on student achievement in order to remediate student weaknesses
- g. Use a variety of instructional strategies and resources to teach content
- h. Align instructional strategies to student needs
- i. Align instructional strategies to the purpose of the learning
- j. Align instructional strategies appropriate to the content area

GSPS Instruction 4 cont'd

- k. Engage students in active learning (Active v. Passive Learning)
 - i. Active Learning
 1. Participating in Discussion
 2. Giving a Talk
 3. Doing a Dramatic Presentation

4. Simulating the Real Experience
5. Doing the Real Thing
- ii. Passive Learning
 1. Reading
 2. Hearing Words
 3. Looking at Pictures
 4. Watching a Movie
 5. Looking at an Exhibit
 6. Watching a Demonstration
 7. Seeing It Done on Location
- l. Address instructional strategies during collaborative planning
- m. Using tuning protocols assists in revealing instructional strategies implemented by teachers – teachers can articulate how successful they **predict** the strategy will work, or how successful/unsuccessful it was following delivery of instruction, and what must be done to improve the lesson
 - i. Embed instructional strategies while developing units and lessons
 - ii. Provide professional learning to continuously build the repertoire of effective strategies in each content area

GSPS Instruction 8

Establishes a learning environment that empowers students to actively monitor their own progress

OPERATIONAL LEVEL: Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.

GUIDING QUESTIONS:

Do lessons end with students able to articulate their learning?

Are students given constructive feedback during lessons?

Are students given time during lessons to use feedback to revise their work?

Are exemplars of strong and weak work displayed within classrooms for students to assess their progress toward standard mastery?

For what types of tasks are exemplars created?

Are strategies such as “You Be George” used following assessments to scaffold students’ revision of their work, in order to understand their progress toward standard mastery?

Are opportunities provided for students to self-monitor?

EXPLANATIONS/EXAMPLES

1. Students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress
 - a. Write clear learning targets in unit and lesson plans
 - b. Ensure students use data to monitor progress
 - c. Develop collaboratively rubrics of success criteria to ensure consistency across classrooms and to guide the development of rubrics or success criteria established with students
 - d. Model and teach metacognitive processes to actively involve students in monitoring their own learning
 - e. Provide positive constructive feedback to students and include guidance for next steps

- f. Ensure students use learning tools such as rubrics, checklists, and exemplars to improve their work

GSPS Instruction 9

Provides timely, systematic, data-driven interventions

OPERATIONAL LEVEL: Most students are provided timely, systematic, data-driven interventions to support their learning needs.

GUIDING QUESTIONS

What data should be used to identify students' varied levels of learning?

What results or student outcomes are expected as a result of academic or behavioral interventions for identified student?

What is the process for implementing school-wide interventions?

How do you ensure that the intervention is aligned to the intent of the content standards?

EXPLANATIONS/EXAMPLES

1. Provide timely, systemic data-driven interventions
 - a. Use formative and common assessment data to provide timely interventions for students at varied levels of learning
 - b. Collaborate to determine effective strategies to support specific needs
 - c. Develop a schedule for monitoring the impact of interventions collaboratively

GSPS Professional Learning 6

Monitors and evaluates the impact of professional learning on staff practices and student learning

OPERATIONAL LEVEL: Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.

GUIDING QUESTIONS

What is the process for determining and communicating the implementation expectations for the professional learning?

What is the process for monitoring implementation?

How do administrators provide support for and improvement of the implementation of the professional learning?

How does the school assess the degree to which teachers changed practices as a result of the professional learning?

How does the school determine the effectiveness of the changed teacher practices?

EXPLANATIONS/EXAMPLES

1. Monitoring implementation of professional learning occurs routinely
 - a. Establish specific implementation expectations and clearly communicate the expectations for any professional learning
 - b. Monitor for the specific purpose of providing support and improving implementation of the professional learning.
 - c. Visit classrooms unannounced for an opportunity to see strategies in action. Notice what teachers are doing but also, notice what students are doing. Identify a purpose of the visit. For example, "Are the learning targets made clear to the students?"
 - d. Observe Collaborative Planning Sessions. When an administrator attends a collaborative planning session, it sends the message that collaboration is valued. It provides an opportunity for the administrator to deepen understanding of the progress of implementation.
 - e. Regularly determine a focus on specific instructional practices from the professional learning that should be established in classrooms and conduct organized focus walks in classrooms and other learning areas to gather process data on
 - i. How teachers teach

- ii. How students learn
- iii. What gets taught to whom
- iv. How the school is organized to enable students to meet standards

GSPS Professional Learning 6 cont'd

2. Evaluating the impact of professional learning on staff practices occurs routinely
 - a. Specify clear indicators of both the degree of implementation and the quality of implementation that will be used to collect information after sufficient time passes for participants in the professional learning to plan and implement the new practice
 - b. Assess progress of implementation of professional learning and determine next steps by informal or formal monitoring
 - c. Engage in conversations with teachers to gain insight into their teaching. Ask teachers questions about:
 - i. What strategy from the professional learning they are preparing to implement
 - ii. How will they implement their selected strategy from the professional learning
 - iii. How will their implementation of the strategy from the professional learning impact student learning
 - d. Articulate, as an instructional leader, the next steps for a teacher based on the level / quality of implementation
3. Evaluating the impact of professional learning on student learning occurs routinely
 - a. Address the ultimate purpose of the professional learning (How did the professional learning affect students?) by collecting multiple measures of student learning.
 - b. Analyze samples of student work using a protocol. Careful analysis of student work provides evidence of the impact of implementation on student learning.
 - c. Engage in simple conversations with students to gain insight into learning. Ask students questions about their work such as:
 - i. What is your learning target(s) for today
 - ii. What is the content standard / element you are studying
 - iii. How does the work you are doing connect to the standard / element you are studying?
 - d. Have teachers use a protocol to provide samples of student work and justify it as evidence their implementation of strategy from professional learning has increased student learning.

- e. Analyze benchmark assessments periodically as a source of data that indicates student progress towards the content standards.
- f. Provide opportunities for students and teachers to share anecdotes and testimonials.

GSPS Leadership 6

Establishes and supports a data-driven school leadership team that is focused on student learning

OPERATIONAL LEVEL: A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.

GUIDING QUESTIONS

What is your process for decision making?

What is your process for monitoring

- a. implementation of the school improvement plan
- b. student learning data
- c. student attendance
- d. discipline
- e. on-track students
- f. implementation of the curriculum

EXPLANATIONS/EXAMPLES

1. Data driven school leadership focused on student learning
 - a. Make decisions based on data to improve identified instructional needs
 - b. Use results from actions in the school improvement plan to develop next steps
2. Leadership team meets regularly and effectively with stakeholder representation
 - a. Develop leadership meeting minutes that reflect meetings are making informed decisions and solving problems based on identified instructional needs
3. Leadership team use norms and protocols efficiently to conduct the work

- a. Review and revise the short term action plans regularly
- b. Show examples of instructional changes that have occurred as a result of data analysis in leadership team minutes

GSPS Planning and Organization 1

Shares a common vision/mission that defines school culture and guides the continuous improvement process

OPERATIONAL LEVEL: A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.

GUIDING QUESTIONS

Is the vision/mission modeled and communicated by all staff in daily work?

Do the leaders monitor the implementation of goals?

Does the vision/mission describe specific steps staff members must take to achieve goals?

EXPLANATIONS/EXAMPLES

1. Developed collaboratively
 - a. Create a vision/mission that is reviewed on an annual basis collaboratively
2. Communicated
 - a. Create a vision/mission that is visible throughout the school and understood by all stakeholders.
3. Defines culture
 - a. Monitor professional learning, collaborative planning, team/grade level meetings, etc. by leaders actively participating in meetings.
4. Guides continuous improvement process
 - a. Utilize the school improvement process to make informed decisions that support the vision/mission of the school

GSPS Planning and Organization 2

Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance

OPERATIONAL LEVEL: A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.

GUIDING QUESTIONS

Through data analysis, have learning needs been identified?

What data is being used to make adjustments?

Is data considered at the school level to focus on areas that need improvement to meet yearly goals?

Is data considered at the classroom level to focus on teachers' instructional strengths and weaknesses?

Is data considered at the student level to focus on instructional needs of individual students?

How frequently does the Leadership team analyze collaboratively planned assessment results and district or school developed assessments?

EXPLANATIONS/EXAMPLES

1. School improvement plan has been developed using a data-driven and consensus-oriented process with input
 - a. Shows evidence through actions and next steps that the school improvement plan was created based on data
 - b. Uses a process that involves all stakeholders to develop, review and revise school improvement plan
2. Appropriate goals and strategies with a focus on increasing student performance.
 - a. Determine effectiveness of plan, current progress, and next steps that need to be taken by on-going review of school improvement plan based on data

GSPS Planning and Organization 3

Monitors implementation of the school improvement plan and makes adjustments, as needed

OPERATIONAL LEVEL: The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are needed, based on the analysis of data.

GUIDING QUESTIONS

What process does the Leadership team use to regularly monitor the school improvement plan?

What data is used to continually monitor student performance in order to revise the school improvement plan?

EXPLANATIONS/EXAMPLES

1. Regularly monitored
 - a. Develop short term action plans that reflect timeline, person(s) responsible, resources, and determination of effectiveness
2. Adjustments are made to the plan, as needed
 - a. Revise school improvement plans based on data to include next steps and recorded in Leadership team agenda/minutes
 - b. Use a process that includes data collection, root cause analysis, development of long range and short-term goals, determination of research-based actions/strategies/interventions and selection of differentiated professional learning