

TSD SAPES The Tomahawk School Improvement Planning Process

This form must be completed prior to completing the school improvement plan form.

Date of Data Meeting

Members of Data Team

Process Overview:

- 1) **Professional Practice:** Analyze "Data Practices"
- 2) **Review** Data
- 3) **Investigate** Areas of Concern
- 4) **Hypothesize** solutions
- 5) **SIP:** Build your school improvement plan

Step 1: Professional Practice/Data Practices

If you and/or the culture of your school do not buy into the use of data, all we will accomplish is everyone complaining that we test too much.

1. Consider the [data professional practice survey](#).
2. Identify potential areas of work

List your findings and any focal points you think should be considered.

Step 2: Review Data

This step is to gather and review your school data to familiarize yourself with it. You should take notes on what you see, but there are no forms to fill out for this.

- 1) Familiarize yourself with the data you have. Identify potential issues. Identify data you don't have that you would like to have. Consider the following:
 - a. Standardized test data : MAP, ACT/Aspire, AIMSweb, PALs, F+P, AP, smarter balanced
 - b. Common Summative Assessment Data: writing prompt, pre/posttests, currently non-existent, grades (kind of)
 - c. Skyward/Demographic Data: attendance, enrollment, discipline, graduation rate, postsecondary enrollment
- 2) When reviewing data consider the following:
 - a. Trend
 - i. Cohort- is there a problem/positive that consistently follows one grad year of students over time
 - ii. Grade level/subject area- is there a problem/positive that consistently follows one subject area or grade level over time
 - iii. Practice-Is there a problem/positive that consistently follows a particular practice (or teacher)?
 - iv. Is what you are seeing a one year "blip"?
 - b. Improve or Replicate
 - i. Is there a need to improve what you are seeing
 - ii. Is there a need to replicate what you are seeing
 - c. What do you believe is the root cause of the issue?
 - d. Criticality of the issue/Problem Priority
 - i. High: Priority. Very critical. Data findings show persistently poor results, declining performance, unacceptable gaps or insufficient progress.
 - ii. Medium Priority. Serious, but not especially critical. Some concerns in the results due to inconsistencies, mediocre performance, or slow progress
 - iii. Low priority. Not critical. Data patterns should be monitored.
 - e. Complexity of the issue
 - i. How complex will it be to deal with this issue?

Step 3: Investigate Areas of Concern

- 1) Brainstorm and list areas of concern in your building.
 - a. It is important to identify the root of the problem. Reading and/or Vocabulary are not problems. Professional practice around the instruction of vocabulary could be a problem.
- 2) Consider the WISEexplore areas of professional practice while brainstorming:


Teacher Practices:	Leadership Practices
1T: Instructional Planning and Preparation 2T: Classroom Instruction and Assessment 3T: Learning Environment 4T: Professional Responsibilities	1L: Instructional Leadership 2L: Organizational Management 3L: School Climate 4L: Collaborative Culture 5L: Stakeholder Relationships 6L: Human Resource Leadership


For a definition of what these mean, go to: <https://sites.google.com/a/cesa5.org/wisexplore/home/data-inquiry-process>

And select the term you are looking for under Hypothesize.

3) Fill out the data findings/needs assessment section:

Description of Finding 1:


Pick one Area of Professional Practice that best describes this finding 


Do we need to improve this finding, or attempt to duplicate it? 

How critical is this issue? 

About how many years has this been occurring?

Description of Finding 2:


Pick one Area of Professional Practice that best describes this finding 


Do we need to improve this finding, or attempt to duplicate it? 

How critical is this issue? 

About how many years has this been occurring?

Description of Finding 3:

Pick one Area of Professional Practice that best describes this finding 

Do we need to improve this finding, or attempt to duplicate it? 

How critical is this issue? 

About how many years has this been occurring?

Description of Finding 4:

Pick one Area of Professional Practice that best describes this finding

Do we need to improve this finding, or attempt to duplicate it?

How critical is this issue?

About how many years has this been occurring?

Description of Finding 5:

Pick one Area of Professional Practice that best describes this finding

Do we need to improve this finding, or attempt to duplicate it?

How critical is this issue?

About how many years has this been occurring?

Attach any additional findings you wish to share below via MS Office document or PDF. Remember that these finds will make up your needs assessment for title one. Title one money must be spent on items found in each buildings needs assessment.

File List				
File Name	Date Uploaded	Size		

Step 4: Hypothesize Solutions

- 1)Identify root causes of your findings (remember Reading is not a cause, lack of a reading program would be a cause, the causes must relate back to the areas of professional practice).
- 2)What data will you use to show the issue and track progress?
- 3)Brainstorm/Hypothesize potential solutions to each of the root causes you identified, also identify how complex or hard your solutions would be to enact over the course of the next year, what resources you would need, and how many years you think it would take before your solutions would show results.

Finding 1

Finding 2

Finding 3

Finding 4

Finding 5

If you have additional info for this section, please attached via MS Office document or PDF.

File List			
File Name	Date Uploaded	Size	

Step 5: School Improvement Plan

Please complete the TSD SAPES School Improvement Plan Document.