Continuous Improvement Goal/Action Plan Companion



This worksheet will act as a companion to guide schools in the process of completing the Goal Template for Continuous School Improvement and the Action Plan that accompanies it. We will align each element of the template with the phases of the Pacific East Data Management System. It is divided into each element of the template and provides explanations for the process of determining what best answers the questions implicit in the template's elements. We strongly encourage schools to use this guide BEFORE entering information into the template itself.

Part 1 - Strategic Goal

	Continuous Improvement Plan
DISTRICT GOAL	The Pacific East District will improve student achievement through emphasizing 21st century Innovative Skills of (1) Collaboration Across Networks and Learning By Influence, (2) Creativity and Innovation, (3) Communication, and (4) Critical Thinking and Problem-Solving.
SCHOOL NAME	

This is the easiest part of the template. It contains 3 elements:

- The title
- The district goal
- The school name

Because the district goal is already provided, the only thing schools need to enter into this part of the template is the school name.

Keeping the ACE Habits in Mind

It is important to continue the good work you have done of establishing your norms and agenda template. As you proceed to the work of analyzing data, where opinions and emotions will surface, you can cling to those two anchors to give you a focus on **A**ction, **A**ssessment, and **A**djustment. Every element of the Continuous Improvement Goal

Template and Action Plan are designed to lead to concrete next steps that can be adjusted based on ongoing assessment data.

Part 2 - Measurable Objectives

Measurable Objective		
Exploratory Question		Data Sources
Root Cause Analysis		Data Sources
Learner Challenge		
Instructional Challenge		
Targeted Measurable Objective	Action Plan Link	DoDEA Blueprint Alignment
Increase Student Achievement in Literacy	Paste link for Action Plan here	Paste link for Alignment with DoDEA Blueprint for Continuous Improvement

This section is where the school teams will show the progression of ideas that lead to the Measurable Objectives for Literacy and Mathematics. Every element is designed to align with the improvement path in PEDMS, moving from a continuum of broad, generalized data to the creation of very targeted specific objectives.

Exploratory Question & Data Sources

Measurable Objecive 1		
Exploratory Question		Data Sources
Root Cause Analysis		Data Sources
er Challenge		
ctional		

In order to create an Exploratory Question, the first task is to make a preliminary dig into your school's data. A good place to start is DCAS. It holds some very broad DoDEA-wide data that can start the process of identifying learning and performance trends and gaps at the school and grade levels.

Ideally, the Exploratory Question should address issues that go across content areas and grade levels to focus on skills and cognitive processes that affect all classes.

Example

For example, past analysis of the percentage of points earned (based on the possible points) in the Pacific East Summative Assessment data for Literacy showed a gap between the reading tasks and writing tasks. Further analysis of PSAT and SAT data showed the same gap in achievement. This trend begged the question:

Why are our students earning fewer points on constructive response writing tasks than they are on reading tasks?

This question leads to more targeted research and analysis. Many times the preliminary data analysis will confirm what teachers intuitively "knew" or had deducted based on their observations and experiences. Now teams have data to back up their intuitions. By starting with one data source and then utilizing others to confirm the initial analysis, a clear starting point is created.

This example would look like this in the Goal Template:

Exploratory Question	Data Sources
Why are our students earning fewer points on constructive response writing tasks than they are on reading tasks?	Summative Assessment, PSAT, SAT

Another example from prior analysis of the percentage of points earned (based on the possible points) in the Pacific East Summative Assessment data for Mathematics showed a gap between the modeling tasks and the reasoning tasks. Further analysis of PSAT and SAT data showed similar gaps in achievement. As a result, a question worth exploring was:

Why are our students earning fewer points on mathematical modeling tasks than they are on mathematical reasoning tasks?

Or like this in the Goal Template:

Exploratory Question	Data Sources

Why are our students earning fewer points on mathematical modeling tasks than they are on mathematical reasoning tasks?	Summative Assessment, PSAT, SAT

Guiding Questions

Use the following questions to guide your way through the process of determining your Exploratory Question.

Guiding Questions:	**Answers:**
What data sources will you gather to make preliminary data analysis to find school wide trends?	
What data analysis protocols will help your team find school wide trend data?	
What are some broad trends that you are seeing across grade levels and content areas?	
What data did you find to confirm your original findings?	

Use the space below to write your Exploratory Question and the data you analyzed to create it:

Exploratory Question	Data Sources

Alignment to PEDMS Phases

The work of creating an Exploratory Question lies in Phase 3 of PEDMS. In this phase you accomplish 3 tasks:

1. Gather relevant data sources

2. Utilize data analysis protocols to analyze broad, school wide data
3. Capture important trends that affect all students across content areas and grade levels
4. Develop an Exploratory Question that drives deeper and more targeted research

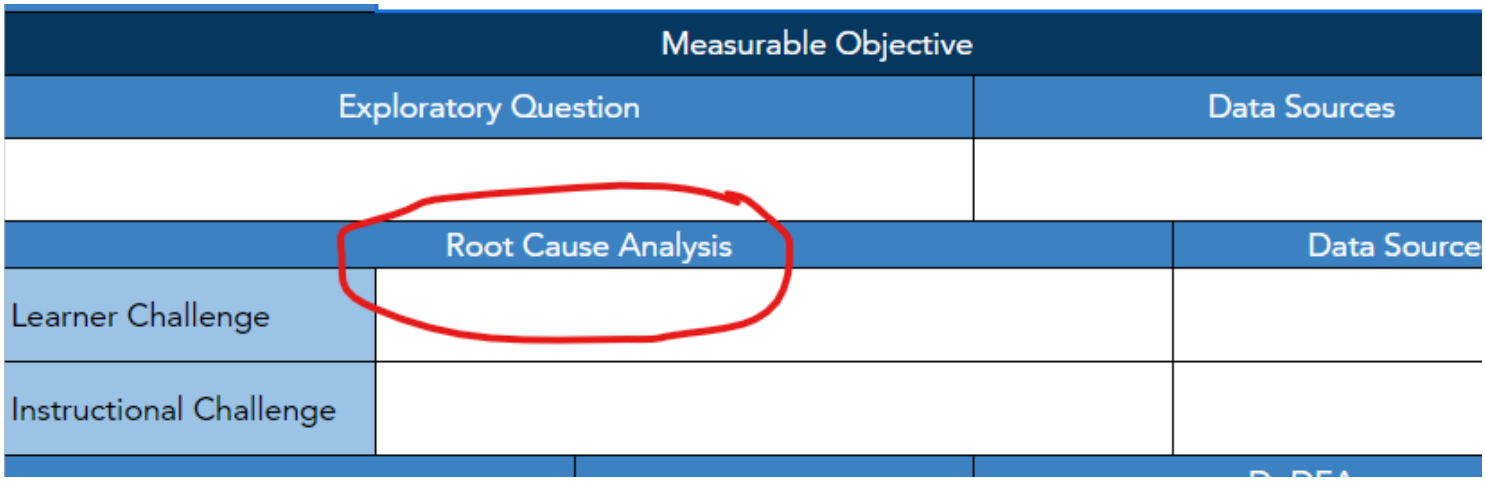
In order to analyze the data you have selected, it is important to select a protocol that will lead your team to its end goal. Our **Data Analysis Protocol Locker** is a storehouse of data analysis protocols.

Once the Exploratory Question is written, school teams are ready to take a deeper dive into the root causes that address this question.

Keeping the ACE Habits in Mind

Now that we have moved into the process of evaluating data, the third habit of having a relentless focus on **E**vidence needs to be the driving force behind everything we do. It is good to have intuitions or see something as "common sense." We do not want to leave these important elements of the analysis phase out of the equation. However, these are subjective starting points that should not guide our decisions. You can use them as a jumping off point to gather data as **E**vidence to either support or redirect those initial impressions.

Root Cause Analysis



According to the United States Department of Elementary and Secondary Education, typically, a root cause analysis process includes three overarching steps:

1. Identify a problem

2. Identify the causes of the problem
3. Identifying strategies to address the problem

The PEDMS system is designed to support this process with precise steps that view the issue from multiple perspectives by examining the issues faced by learners and instructors: the Learner Challenge and the Instructional Challenge.

Sometimes the direct causes of a problem are obscure or unknown so it may be necessary to make a hypothesis as to a potential cause. Based on that hypothesis, teams may attempt to select a potential strategy that might address the problem. In this case, it is important to clearly identify what the potential cause might be and ensure that there are no other contributing factors. It is important that, when teams come up with an answer that they are addressing the right question.

Up to now, most of the work being done on Continuous School Improvement has been within the school leadership team. The challenge with the Root Cause Analysis is that now Leadership Teams should be sharing the preliminary findings and Exploratory Question with the rest of the faculty. Their input and support are necessary for any improvement plan to succeed. Thus, they must be part of the decision making process.

Example

The Leadership Team has to decide what data they will share with the rest of the faculty, and how it will be shared. The challenge is that some teachers are very familiar with data reports, while for others it is a foriegn language. The team has to put together a combination of tables, charts and graphs that will help the numbers represent the concrete realities the school is facing.

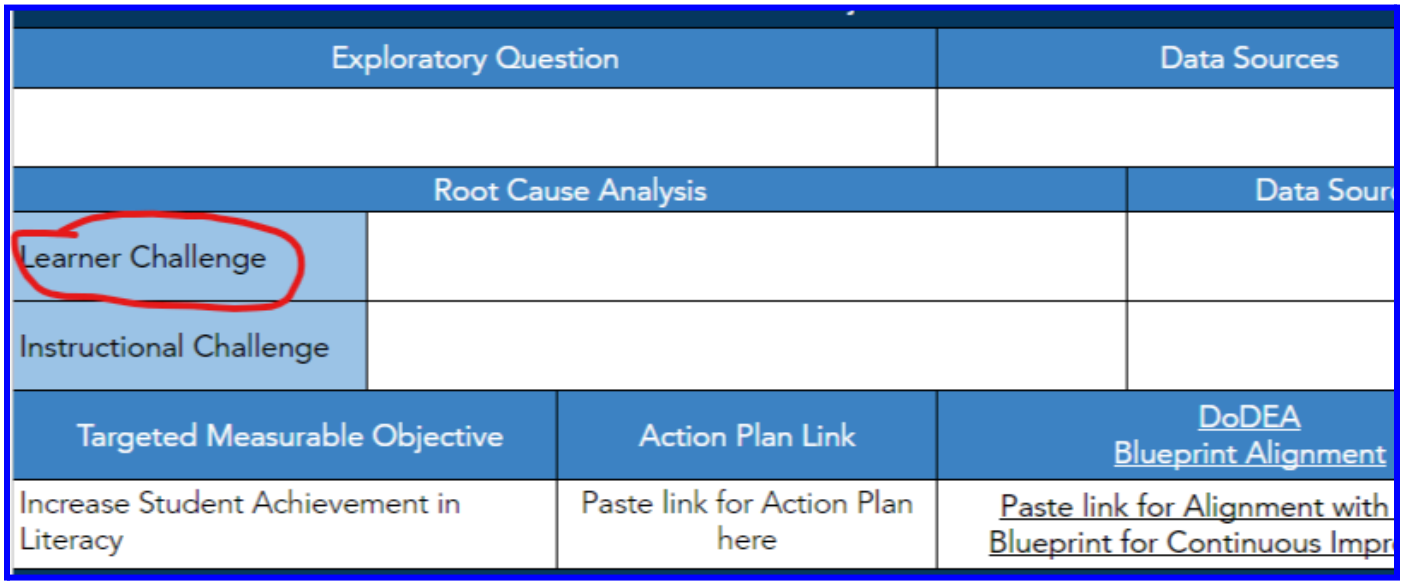
Guiding Questions

Use the following questions to guide your way through the process of determining how you can share data with your faculty at large:

Guiding Questions:	**Answers:**
What is the key data that you will share with your school-wide group?	

When will you engage with your school-side group and how much time will you need?	
How will you share the data (i.e. print outs, Google Drive folder, etc.)?	
How can you structure the data so that it will be easiest to understand?	
What activities will you plan to help them understand and take ownership of the data?	
How can you get teachers to see the relevance of data that is not directly related to their grade level or content area?	

Learner Challenge



Exploratory Question	Data Sources

Root Cause Analysis	Data Sour
Learner Challenge	
Instructional Challenge	

Targeted Measurable Objective	Action Plan Link	DoDEA Blueprint Alignment
Increase Student Achievement in Literacy	Paste link for Action Plan here	Paste link for Alignment with Blueprint for Continuous Impr

Data Wise calls the Learner Challenge the "learner-centered problem." The idea is to focus on the specific challenges that the learner is facing, or in this case with school-wide objectives, the learners. The identified Learner challenge is a potential answer to the Exploratory question.

Once teams have done their preliminary data analysis and either confirmed or adjusted the intuitions and observations previously held, the next step is to do deeper data

research to target specific skills and knowledge. This area is where people with specific knowledge of a content and its standards will be able to provide insight about what is expected of students and how the skills and knowledge support student growth.

Example

Using the example above, we are researching data to determine why students are performing far better on reading items than they are on written constructed response items on the summative assessment. The intuitive thing to do is to immediately decide that students would benefit from school-wide writing strategies. This is a safe hypothesis to start with, but it needs to be tested and supported by data.

In this case, the Summative Assessment does not provide standards-specific data for the constructed response items. That means that any further data would have to be generated by the school. The school decides to do a short, school-wide baseline writing assessment. They use the **DoDEA Common Writing Rubric for Explanatory and Argumentative Writing** to score the assessment, providing a score in each of the four criteria. Once the assessment is scored, they determine that students struggle with the criterion **Development of Ideas**, which means that students are struggling with the skill of integrating information from multiple sources into one coherent response. To confirm this, they look at the Cluster Reports from DCAS, which tells them that their students also struggled with Integration of Knowledge and Ideas, which tasks the students to compare different texts and media and synthesize it into coherent conclusions.

Thus, the true challenge their students are facing is not just writing skills, but the ability to effectively pull information from multiple sources to develop and support their ideas in a written response.

The Learner Challenge in this example could look like this:

Root Cause Analysis		Data Sources
Learner Challenge	Students struggle with synthesizing information from multiple texts to develop and support their ideas in writing tasks.	Summative Assessment, School-Wide Baseline Writing Assessment

For Mathematics, the Summative Assessment does not provide a detailed item analysis for the constructed response items. This would indicate that data will need to be generated by the school. Here, the school may decide to create an assessment pulled from Summative Assessment released test items. Scoring the assessment as a baseline, could identify a particular Learner Challenge.

An example of a Learner Challenge for Mathematics could look like this:

	Root Cause Analysis	Data Sources
Learner Challenge	Students struggle with analyzing the relationship between the model and the context of the situation.	Summative Assessment, School-Wide Baseline Constructed Response Assessment

Guiding Questions

Use the following questions to guide your way through the process of determining your Learner Challenge:

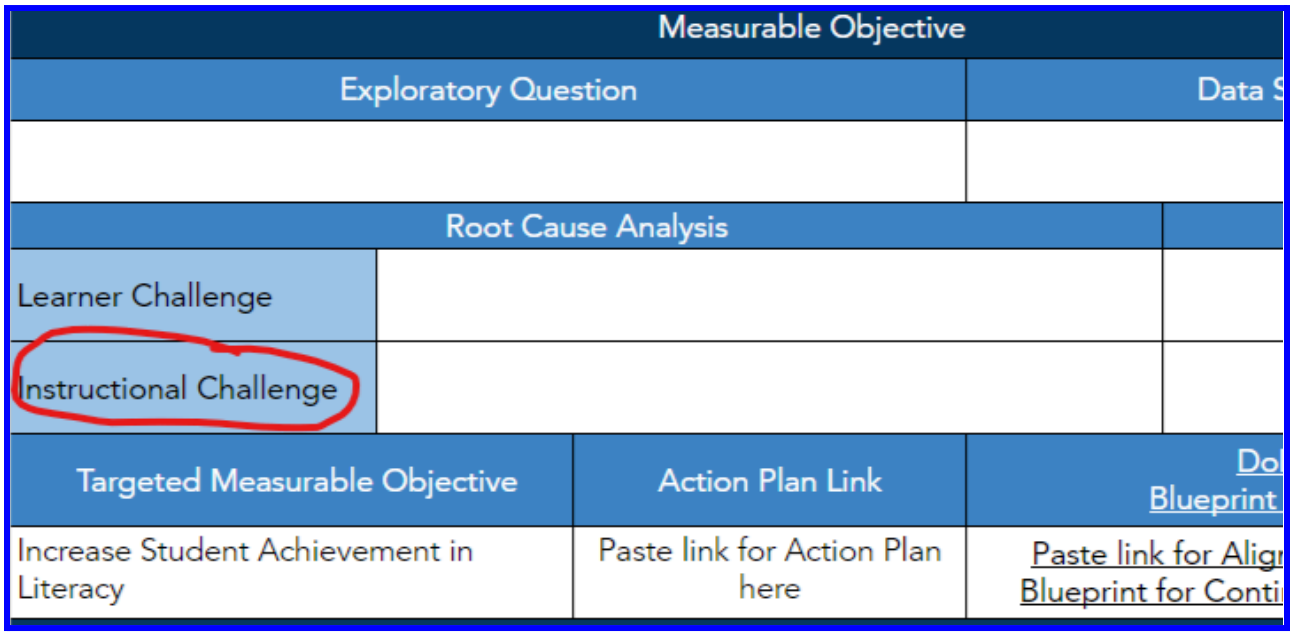
Guiding Questions:	**Answers:**
What are the standards that most likely affect your Exploratory Questions?	
What standards directly support a student's ability to perform as expected on this target?	
What are the specific skills or knowledge embedded in those standards that need to be addressed?	

What are the grade-level expectations for what students should be capable of doing?	
What gaps in knowledge exist between what is expected of students and where they are currently performing?	

Use the space below to write your Learner Challenge and the data you analyzed to create it:

Root Cause Analysis		Data Sources
Learner Challenge		

Instructional Challenge



One of the Core Ideas In the book *Driven by Data 2.0 - A Practical Guide to Improve Instruction* is "Effective instruction isn't about whether we taught it. It's about whether students learned it." Different studies have been conducted to determine what is the most important factor in student learning. Whether or not it is ranked as the most important

factor, most of these studies show that effective instruction is one of the most important factors. Therefore, when exploring ways to improve student learning, we would be negligent if we did not look at this very important dimension of teaching and learning in our schools and gather data based on those observations.

Data Wise 2.0 used a very common term for this: the Problem of Practice. In general terms, a problem of practice is workplace systems and behavior that contribute to a challenge the organization is facing. In this case, the challenge is the Learner Challenge. If we are going to fully explore this issue, we need to look at the instructional practices that may be unknowingly contributing to this challenge. Thus, we achieve our improvement goals by changing teacher practices that will maximize the desired changes in student behavior.

Example

Continuing with the example from above, we have determined that students are struggling to synthesize information to develop and support their ideas in writing tasks. The next step is to ask the question "Why?" After looking at the Learner Challenge, the faculty decided that the students need support in two things: (1) pulling relevant information from texts, and (2) integrating that information into their written responses. The next step is to see what instruction is taking place with regard to these two skills. They asked themselves two questions:

1. Is instruction on these specific skills taking place?
2. If so, what strategies are being used?

Because a tool for measuring these specific skills does not exist, they devised an observation tool so that teams of teachers could observe each other and gather data to answer these questions. Departments organized themselves into teams who rotated throughout each other's classrooms to observe instruction and gather data. Once the data was collected, the Leadership Team reviewed it and presented their findings to the faculty. Their conclusions were:

- Most of the instruction for finding relevant information in texts was limited to Language Arts classes even though the skill is needed to meet the standards and practices for Math, Social Studies, and Science.
- Although the use of evidence was emphasized in 80% of classes, very few explicit strategies were modeled and taught that would help students accomplish this goal.

At the next meeting, they presented their findings. But they needed one more piece of data: How does this apply to all content areas?

The Leadership Team then divided the faculty into departments and grade levels. They had them survey (1) their content area standards and practices, and (2) the literacy standards for their content area. (**Note:** in this case, P.E. was paired with Science) and they surveyed to see if they were relevant to what was expected of students across the board. After some discussion, they agreed that they are relevant and that the biggest challenge facing teachers with regard to the Learner Challenge was to find strategies that could be explicitly taught in all content areas and grade levels.

	Root Cause Analysis	Data Sources
Learner Challenge	Students struggle with synthesizing information from multiple texts to develop and support their ideas in writing tasks.	Summative Assessment, School-Wide Baseline Writing Assessment
Instructional Challenge	Teachers need access to instructional strategies that can be used in all content areas and grade levels to address the skills of finding relevant evidence in a text and incorporating that evidence into their constructed responses.	School-wide Observation Tool, Survey of content area Standards & Practices, Review of literacy standards for each content area

A similar process can be applied to the Mathematics example from above. The Learner Challenge identified from earlier was that “students struggle with analyzing the relationship between the model and the context of the situation”. Here, the faculty might ask “Why?” and determine that students need support with two main skills: (1) decontextualizing a given situation and represent the situation symbolically and (2) contextualizing the symbolic representation(s) in reference to a given situation to evaluate and predict possible outcomes.

The next step is to see what instruction is taking place with regard to these two skills. They could ask themselves two questions:

1. Is instruction on these specific skills taking place?
2. If so, what strategies are being used?

Because a tool for measuring these specific skills may not exist, they devised an observation tool so that teams of teachers could observe each other and gather data to answer these questions. Departments organized themselves into teams who rotated throughout each other's classrooms to observe instruction and gather data. Once the data was collected, the Leadership Team reviewed it and presented their findings to the faculty. Their conclusions were:

- Most of the instruction for decontextualizing a given situation and representing the situation symbolically was limited to Mathematics classes even though parts of the skill (i.e. decontextualizing a situation, symbolic determination, etc.) is needed to meet the standards and practices for ELA, Social Studies, and Science.
- Although contextualizing the symbolic representation(s) in reference to a given situation to evaluate and predict possible outcomes are emphasized in 60% of classes, very few explicit strategies were modeled and taught that would help students apply this skill to mathematically reason or model.

At the next meeting, they presented their findings. But they needed one more piece of data: How does this apply to all content areas?

The Leadership Team then divided the faculty into departments and grade levels. They had them survey (1) their content area standards and practices, and (2) the mathematics standards/practices for their content area. (**Note:** in this case, P.E. was paired with Science) and they surveyed to see if they were relevant to what was expected of students across the board. After some discussion, they agreed that they are relevant and that the biggest challenge facing teachers with regard to the Learner Challenge was to find strategies that could be explicitly taught in all content areas and grade levels.

Root Cause Analysis		Data Sources
Learner Challenge	Students struggle with analyzing the relationship between the model and the context of the situation.	Summative Assessment, School-Wide Baseline Constructed

		Response Assessment
Instructional Challenge	Teachers need access to instructional strategies that can be used in all content areas and grade levels to address the skills of decontextualizing a given situation and represent the situation symbolically and contextualizing the symbolic representation(s) in reference to a given situation to evaluate and predict possible outcomes.	School-wide Observation Tool, Survey of content area Standards & Practices, Review of relevant mathematics standards/practices for each content area

Guiding Questions

Use the following questions to guide your way through the process of determining your Instructional Challenge:

Guiding Questions:	**Answers:**
What knowledge and/or skills from the Learner Challenge need to be addressed through instruction?	
What forms of data can be utilized to determine current instructional practices?	
What data sources exist that are already in use to determine instructional practices?	
How can we hold discussions about the data gathered about instructional practices without making teachers defensive?	
What is the best way to get teachers to open up about the challenges they face and share with	

others?	

Use the space below to write your Learner Challenge and the data you analyzed to create it:

Root Cause Analysis		Data Sources
Learner Challenge	[Copy your Learner Challenge from above and paste it here.]	
Instructional Challenge		

Alignment to PEDMS Phases

The work of the Root Cause Analysis lands us in Phase 4 - Analyzing the Data. In Phase 3 Leadership Teams did some preliminary research to identify broader school trends that lead to the Exploratory Question. Now the task is to involve the entire school faculty in the process of exploring and analyzing data. The goal of this exploration is to narrow the target so that the school can focus on one or two priorities. The two-dimensional approach of viewing data from the perspective of learning and instructional practices by determining the Learner Challenge and the Instructional Challenge sharpens that focus even more.

Keeping the ACE Habits in Mind

We want to continue to employ the foundation that was established with the first ACE Habit: A shared commitment to **A**ction, **A**ssessment, and **A**djustment. However, for this phase of work, the second and third habits come more into focus.

The second Habit, Intentional **C**ollaboration, is a key component for success in the type of work we do in Phase 4. Not only do Leadership Teams have to work well together in the steps for finding preliminary data, working as a school-based team to find a true root cause is equally important. This need for a culture of collaboration is intensified with the task of sharing the initial findings with the rest of the faculty and guiding them through the process of determining the challenges faced by students and by teachers. This requires

detailed planning in advance as well as the flexibility to alter those plans if necessary. This includes some of the following tasks:

- Agendas must be prepared and shared in advance of the meeting. This alerts all participants to the type of work they will be doing and helps them to come prepared. Time limitations can really hamper this, but we should try our best to get information out in a timely manner.
- Processes must be put in place to assure that all voices are heard and concerns are addressed. Nothing will make people shut down quicker than feeling like their voices will not be heard or that their concerns do not matter.
- With the previous point in mind, the work cannot be stalled by endless wrangling or important, but less relevant, tangents. At times it can be quite challenging to stay on the established task. It can help to have a place for people to express their important concerns that can be addressed in a different venue.
- Remember the first ACE Habit and walk away from your sessions with clear **A**ctions that can be taken to achieve the goal. Employing faculty members to assist in some of these tasks can be helpful and give those who want more voice in the process an opportunity to actively participate.

Data Analysis Tools

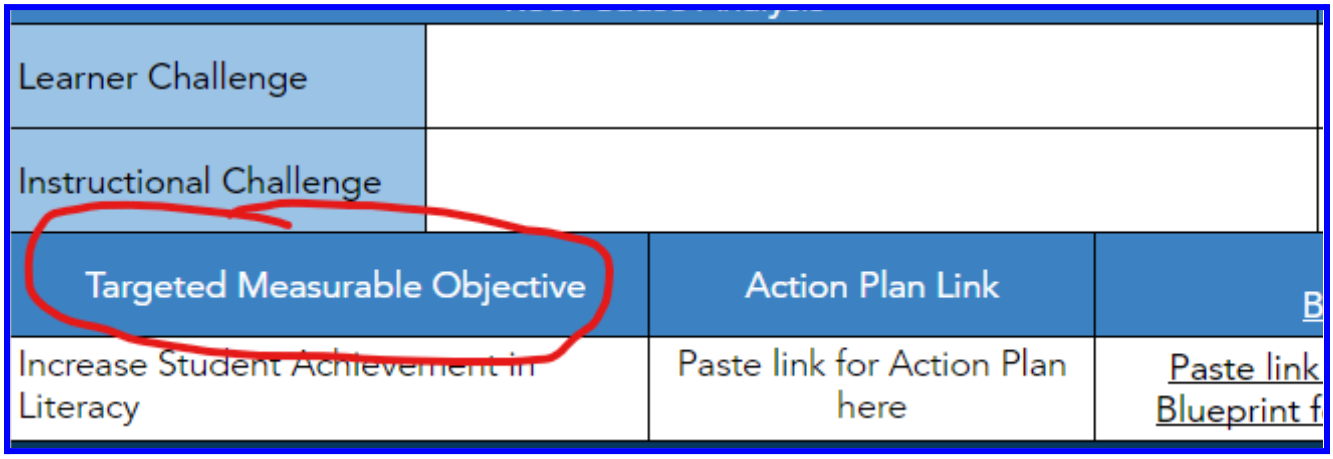
Obviously, this phase of the work is heavy on data analysis. As stated above, our **Data Analysis Protocol Locker** is a storehouse of data analysis protocols. Here are some recommendations from that source:

- **Notices and Wonderings.** If anyone is sharing data reports with others who are seeing this type of report for the first time, this is a great protocol to familiarize oneself with the physical layout of the report. What information are you getting? What information are you not getting? This will be a great introductory step before digging into and analyzing data.
- **DAPPER.** The DAPPER Strategy is made up of 6 steps, each of which has a letter in the name. The first two steps, **D**ig and **A**nalyze, are specifically powerful for the work in this phase. It also provides guiding questions to help teachers think about the data they are collecting and analyzing in different ways, including the following:
    - Is this a reliable source?
    - Is the data source exhaustive?

- Where else can you look to find data pertinent to this topic?
- Does everyone in your group have a voice?
- Have you disaggregated the data? (By grade level or other manageable criteria?)
- What time period does the data cover? Does the Data represent the current status?
- Discuss what the numbers and the pictures show.

- **Protocol for Examining Data.** This tool will help teachers identify specific strengths and problems of practice. It will support the effort to analyze data to determine the Instructional Challenge and directs users to look at the strengths and the needs expressed in the data. This can further help determine working strategies that may be potential action steps for school improvement.
- **Student Work Analysis Protocol (The Stack Audit).** This is a widely used protocol used to group students into Proficiency levels. This is a great way to analyze school-made assessments to target specific skills that need to be addressed.

Targeted Measurable Objective



Learner Challenge	
Instructional Challenge	

Targeted Measurable Objective	Action Plan Link	B
Increase Student Achievement in Literacy	Paste link for Action Plan here	Paste link Blueprint f

The Targeted Measurable Objective is a combination of two things. It combines a SMART Goal that addresses your Learner Challenge with the Action Steps, which are determined by the Instructional Challenge.

SMART Goal

Now that you have established what you want to improve, you need to set a goal for improvement. The starting point is to write a SMART goal that addresses the Learner Challenge.

Most educators have heard of a SMART Goal by now. It is a very popular tool in the worlds of corporate business and education. A SMART Goal is a very structured goal format that includes reflection and time and resources management elements. This **CSI SMART Goal Worksheet** explains each element of a SMART Goal and prompts you for each stage of the process.

Guiding Questions for Applying the Learner Challenge to SMART Goals

Guiding Questions:	**Answers:**
What skills or knowledge have been identified in your Learner Challenge?	
Is there a specific target population for these skills and knowledge, or is it across the board?	
Will this goal be broken into different action steps?	
What is our current level of performance in the area?	
How much progress can be made in the remainder of this school year to improve this level of performance?	

Use the **CSI SMART Goal Worksheet** to help you plan and draft your SMART Goal and start thinking about your Action Steps. This link will take you to some sample SMART Goals.

Example

Because the school decided to focus on constructed response writing tasks, the SMART Goal should address that. The question is the starting point. The school-wide percentage

of points for the writing tasks averaged 23%. How much do they think they can grow? After some discussion and a view at past scores, they determined that they could realistically bump that up to 29% - a solid first step.

Note: There is no penalty if schools do not reach their growth goal. The important thing is the lessons learned growth achieved by moving forward through the process.

Here is the breakdown of the SMART Goal:

Specific	This goal targets all students across grade levels and content areas. That is the population that is being targeted.
Measurable	Because the beginning measurement was the Summative Assessment, the school decided to use that as their final measure.
Attainable	As stated above, the school decided to improve its student achievement on written constructive response items by six percentage points.
Results Oriented	This goal aligns with the district's Objective of increased student achievement in literacy.
Time Bound	The anticipated timeline is by the end of the 2021-2022 school year.

The final ELA SMART Goal was:

By the end of the 2021-2022 school year, the school average for percentage of points earned on constructed response writing items will increase from 23% to 29% as measured by the DoDEA Summative Assessment.

For mathematics the SMART Goal breakdown may look like this:

Specific	This goal targets all Algebra 1 students at the school. That is the population that is being targeted.
Measurable	Because the beginning measurement was the Summative Assessment, the school decided to use that as their final measure.
Attainable	As stated in the CSI SMART goal Worksheet example, the school decided to improve its student achievement on solving systems of linear equations exactly and approximately by thirty percentage points.
Results Oriented	This goal aligns with the district's Objective of increased student achievement in mathematics.
Time Bound	The anticipated timeline is by the end of the 2021-2022 school year.

The final Mathematics SMART Goal was:

By the end of November, the school average for percentage of points earned on solving systems of linear equations exactly and approximately will increase from 45% to 75% as measured by a teacher-created common assessment in Edulastic.

Follow the steps in the **CSI SMART Goal Worksheet** to create your SMART Goal for Literacy and Mathematics. Copy the SMART Goals that you created in the into the space below:

[Type SMART Goals here.]

Action Steps

Now that Leadership Teams have worked with the faculty to make a SMART Goal to address the Learner Challenge, action steps must be put into place to work towards achieving that goal.

The Targeted Measurable Objective addresses the SMART Goal and the Action Steps that have been identified to achieve those targeted goals. The ultimate goal for Action Steps is to use instructional strategies to change student learning. Based on that, the Action Steps will be determined by the Instructional Challenge, providing a possible solution to the problem that has been identified. This could be a strategy or practice that is already being used that can be expanded. It could be a new strategy that has been researched. What is important at this point is that the faculty feel that the step or steps to address the Learner Challenge and reach the SMART Goal is something that everyone in the target population can implement.

Connection to IRV Next Steps

Most schools are developing or will develop action steps based on this year's Internal Review Visits (IRVs). If those action steps address your Learner Challenge and provide an answer to your Instructional Challenge, you should include that as one of your action steps.

Example

As the School Leadership Team considers how to address their Learner Challenge and meet their SMART Goal, they first need to focus on exactly what skills they need to target. The data indicates that students are not good at integrating relevant information to support their ideas. This is a two-step process: find relevant information and then utilize writing strategies to integrate that information into their writing as evidence. To address these two separate but related skills, they decided on two types of strategies that they would employ:

1. Text coding strategies that will help students identify information that either supports or refutes their thesis/claim.
2. A strategy that gives students explicit steps for integrating evidence into their writing.

Now that they have their Action Steps, they are ready to move onto the next step, implementing the action steps.

ELA Action Steps

1. Implement text coding strategies that will help students identify information that either supports or refutes their thesis/claim.
2. Implement two strategies that give students explicit steps for integrating evidence into their writing.

For mathematics, the data may indicate that students are struggling with decontextualizing a situation into symbols to represent the problem as a system of equations and then subsequently contextualizing the system of equations to predict or approximate a possible solution. To address these two related skills, the faculty could adopt two strategies for implementation:

1. Utilize a problem-solving process that identifies key pieces of information from the situation/scenario to be decontextualized into symbols
2. Use graphs, tables, and equations to predict or approximate possible solutions

Mathematics Action Steps
1. Implement a problem-solving process that helps students understand the problem, develop a plan to address the problem, carry out the plan, and check your solution 2. Implement two different strategies that give students explicit steps for predicting or approximating possible solutions to the problem

Use the space below to write your Action Steps:

Action Steps

Action Steps Challenge

Use these questions to help you determine if the action steps your school has chosen are in alignment with your Learner Challenge and your Instructional Challenge.

Here are some steps to help you determine that alignment.

1. State your SMART Goal as a question by putting "**How can [name of school]"** in front of the SMART Goal.
2. Answer the question: "How does the action step answer this question?"
3. If you can clearly, in one sentence, explain how your action step will answer the question, that will indicate that your action step will address the Learner Challenge and Instructional Challenge.

Guiding Questions

Use the following questions to guide your way through the process of determining your Action Steps:

Guiding Questions:	**Answers:**
Are there strategies in use at your school site that will address the learner challenge that can be expanded school-wide?	
Are the strategies you are considering research-based?	
How will professional learning for this tool or strategy be presented?	
How can you gather evidence regarding the implementation of the selected tools or strategies?	

Use the space below to write your Action Steps:

Action Steps

Targeted Measurable Objectives

Measurable Objective		
Exploratory Question		Data Sources
Root Cause Analysis		Data Sources
Learner Challenge		
Instructional Challenge		
Targeted Measurable Objective	Action Plan Link	DoDEA Blueprint Alignment
Increase Student Achievement in Literacy	Paste link for Action Plan here	Paste link for Alignment with DoDEA Blueprint for Continuous Improvement

Once Leadership Teams have worked with the faculty to devise Action Steps to address the Instructional Challenge, it is combined with the SMART Goal to make the Measurable Objectives. By putting the SMART Goal into a sentence with the Action Steps, it bridges any possible gap that may exist between the two.

The format of the Measurable is:

[state SMART Goal] by implementing **[list Action Steps]**.

Example

Our example school has devised a SMART Goal and Action Steps to put it into motion. The next task on the Goal Template is to write your Targeted Measurable Objectives (one for Literacy and one for Mathematics). Below is a template that will help put all the pieces together.

Measurable Objective Template

SMART Goal		**Action Steps**
By the end of the 2021-2022 school year, the school average for percentage of points earned on constructed response writing items will increase from 23% to 29% as measured by the DoDEA Summative Assessment.	by implementing through the use of	text coding strategies that will help students identify information that either supports or refutes their thesis/claim and strategies that give students explicit steps for integrating evidence into their writing.
Write out Measurable Objective (Literacy)		
By the end of the 2021-2022 school year, the school average for percentage of points earned on constructed response writing items will increase from 23% to 29% as measured by the DoDEA Summative Assessment through the use of text coding strategies that will help students identify information that either supports or refutes their thesis/claim and strategies that give students explicit steps for integrating evidence into their writing.		

For Mathematics:

SMART Goal		**Action Steps**
By the end of November, the school average for percentage of points earned on solving systems of linear equations exactly and approximately will increase from 45% to 75% as measured by a	by implementing through the use of as students learn to as teachers incorporate	• Polya's problem-solving strategy that helps students understand the problem, develop a plan to address the problem, carry out the

teacher-created common assessment in Edulastic.		plan, and check your solution • Desmos and Geogebra activities that give students opportunities to predict or approximate possible solutions to the problem from graphs and tables
Write out Measurable Objective (Mathematics)		
By the end of November, the school average for percentage of points earned on solving systems of linear equations exactly and approximately will increase from 45% to 75% as measured by a teacher-created common assessment in Edulastic by implementing Polya's problem-solving strategy and Desmos and Geogebra activities.		

Use the template below to draft your Measurable Objectives.

Measurable Objective Template

SMART Goal (Literacy)		**Action Steps**
[Type SMART Goal here]	by implementing through the use of as students learn to as teachers incorporate	[List Action Steps Here]
Write out Measurable Objective		
[Type the complete measurable Objective here.]		

SMART Goal (Mathematics)		**Action Steps**
[Type SMART Goal here]	by implementing through the use of as students learn to as teachers incorporate	[List Action Steps Here]
Write out Measurable Objective		
[Type the complete measurable Objective here.]		

Alignment to PEDMS Phases

The work of determining the Targeted Measurable Objective based on the SMART Goal and the Action Steps is part of Phase 5. The goal of this phase is to articulate improvement goals and action steps in a way that connects them to the Learner Challenge and Instructional Challenge. This creates a direct line from the data to the action that will address the needs indicated by that data.

Keeping the ACE Habits in Mind

This part of the work incorporates all of the ACE Habits.

- **A shared commitment to Action, Assessment, and Adjustment.** Because the scope of the work is expanded with the sharing of data with the entire faculty, it is especially important that processes are in place to make sure that
    - All voices are heard and concerns addressed
    - We work with a flexible mindset that allows us to adjust our perceptions based on what we continually discover based on the analysis of data
    - We move forward with clear actions instead of getting bogged down in continual analysis paralysis
- **Intentional Collaboration**. Getting an entire faculty to work collaboratively will be a challenge. Every step needs to be well planned, not leaving things to chance or

hope. This means having clear goals and pacing out your sessions so that your goals are manageable.

- **Relentless focus on Evidence.** As we start looking at student performance and, especially, teacher practices, it is easy to slip into the realm of feelings and opinions. The antidote for that is to focus on what the evidence is saying - not about individual teachers, but about the shared instructional practices within the school. The only way to change student learning is to improve teaching practices.

Part 3 - Action Plan

School Improvement Action Template

Targeted Measurable Objective:
[Type Literacy Measurable Objective here.]

Action Step #1	Resources (Time, Money, People, Materials)	Challenges	Point(s) of Contact	Timeline	Progress checks
	Resources Available: Resources Needed:	Challenge: Solution:		Beginning: Ending:	Progress Check #1: • Date • What level of the Kirkpatrick Model has been completed? Progress Check #2: • Date • What level of the Kirkpatrick Model has been completed?
Strategic Theme Alignment:	How do your action steps support the strategic theme of discourse?				
Final Evaluation	Consider the Kirkpatrick Model and write a brief narrative that addresses the following: What level did you achieve? Cite any data sources you used to determine this. What were your biggest successes and challenges? What were the most important lessons learned that you can use moving forward?				

Now that schools have their SMART Goals and

Learner Challenge	
Instructional Challenge	

Targeted Measurable Objective	Action Plan Link	

Action Steps, it is time to map out the implementation by using the **Continuous School Improvement Action Template**. This action planning tool will guide you through the process of determining action steps for each measurable objective. It includes the following components:

- **Targeted Measurable Objectives** (copied from your Goal Template). One for Mathematics and one for Literacy
- **Action Steps**. The template provides space for two action steps for each Targeted Measurable Objective. If schools decide on more than two, rows can be added to the table.
- **Resources.** This can be divided into 4 areas:
    - Time - When will the work take place?
    - Money - If needed, how will the work be funded?
    - People - Do we have people available who can support this work?
    - Materials - What materials are needed to complete this work?

  You want to divide your resources into two categories

        - Available Resources
        - Resources Needed
- **Challenges.** What roadblocks exist that could hamper this work? Challenges should be looked at from two perspectives:
    - What are the foreseen challenges?
    - What are the solutions for each challenge?
- **Point(s) of Contact.** Who is the contact person for this action step? Note: This does not mean who is responsible for getting the work done. This should be a team effort that should not fall on one person. The Point of Contact should be knowledgeable enough about the action step that he/she can manage tasks appropriately.
- **Timeline.** When will the action step begin and when will it be completed? Some action steps are long-term, while others may only take a few months to complete.
- **Progress Checks.** When will progress checks take place? Based on the **Kirkpatrick Model**, what stage of implementation is this action step at each checkpoint?
- **Strategic Theme Alignment.** This year's strategic goal is Student-Led Discourse. How will this action step support the use of student-led discourse?
- **Final Evaluation.** Use the Kirkpatrick Model to determine the following:

- What level did you achieve? Cite any data sources you used to determine this.
- What were your biggest successes and challenges?
- What were the most important lessons learned that you can use moving forward?

Example

Click **here** to see a sample **Continuous School Improvement Action Template**.

Guiding Questions

Use the following questions to guide your way through the process of planning your action steps:

Guiding Questions:	**Answers:**
How will your action steps help you resolve your Instructional Challenge?	
Does each of your action steps require outside resources, or are there resources available on your school site for implementation?	
Who will be expected to participate in each action step? Is it school wide, or is there a specific student population you are targeting?	
How sustainable are your action steps? Can you replicate the process year after year?	
How will you gather data to monitor the implementation and progress of your action steps?	
What will you do if your data shows that your action step is not wielding results?	

Alignment to PEDMS Phases

Taking action steps is the sole purpose of Phase 6. However, drawing up a great action plan means nothing if the action steps are not taken. The best program or strategy in the world does not help any students if it sits on a shelf in a closet.

Because progress monitoring and a final evaluation are built into the action plan, it is also a part of *Phase 7 - Reviewing and Evaluating the Plan*. This is the most lengthy part of the entire process because it requires you to check in after weeks or months of work to make sure things are working as planned, or to determine next steps if they are not.

An action plan is a contract that lays out exactly what will be done, who will do it, when it will be done, and how you will know if it worked. It is a living and breathing document that can be revised as needed. It takes the Action Steps you created and shows everyone involved "This is how it is going to happen."

A very important part of action planning is progress monitoring. In order to monitor the progress of an action step we need to generate data. Before and after quizzes are a great way to do that. It doesn't have to be a district- or DoDEA-wide assessment. As a matter of fact, because school teams are targeting specific skills or content, a smaller assessment with a narrow focus will work best.

Another way to gather data for the implementation of an action step is observational data, which provides a way for teachers to see what is happening. That observational data can be qualitative or quantitative, as long as it paints a clear picture of what is happening.

Keeping the ACE Habits in Mind

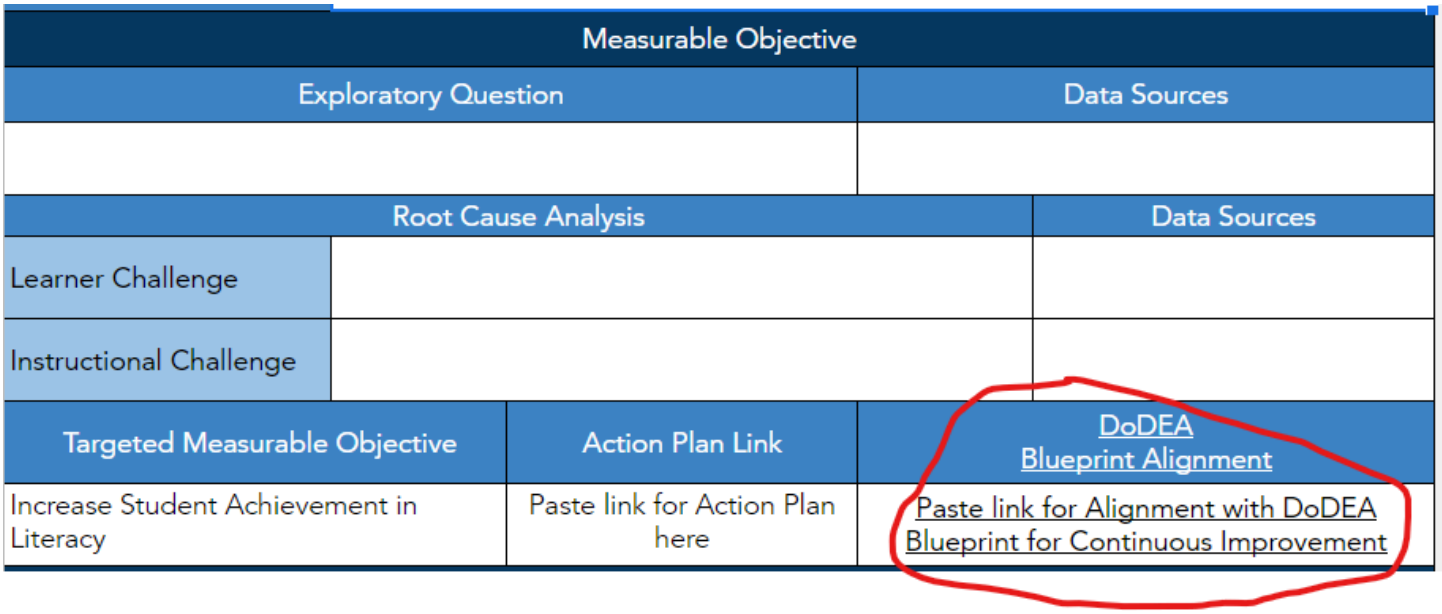
Although all three of the ACE Habits are critical for the success of an action plan, the Habit of a shared commitment to **A**ction, **A**ssessment, and **A**djustment is at the forefront. Phase 6 is all about taking well-planned actions. These actions have been determined by multiple data points and been considered from multiple perspectives by the Leadership Team and the entire faculty. This is where the rubber meets the road. The process can get muddied up, but it is really a basic set of steps:

- Take an action step
- Assess to see if the step is rendering the desired outcome

- Make adjustments as needed based on where the data from the ongoing assessments lead you

If we keep these three steps in mind, an action plan can be a powerful tool to improve student learning.

Part 4 - DoDEA Blueprint Alignment



Measurable Objective		
Exploratory Question		Data Sources
Root Cause Analysis		Data Sources
Learner Challenge		
Instructional Challenge		
Targeted Measurable Objective	Action Plan Link	DoDEA Blueprint Alignment
Increase Student Achievement in Literacy	Paste link for Action Plan here	Paste link for Alignment with DoDEA Blueprint for Continuous Improvement

Everything we do should be in alignment with our organization's vision and mission. An easy way to link our actions to DoDEA's values is by listing the components of the **DoDEA Blueprint for Continuous Improvement** that we are addressing in our Measurable Objectives. The primary areas where our school improvement objectives land are in the following areas:

- **Goal 1 - Student Excellence** - Challenge and prepare each student to maximize his or her academic growth and well-being for college, career, and life.
- **Goal 2 - School Excellence** - Develop and sustain each school to be high performing within a culture of innovation, collaboration, continuous improvement, and caring relationships.

There may be other goals that you identify as well. Keep an open mind as you look at how you are aligning with the DoDEA Blueprint for Continuous Improvement.

Example

Click **here** to see an **example** of the **Alignment with DoDEA Blueprint for Continuous Improvement**.

Guiding Questions

Use the following questions to guide your way through the process of determining your alignment with the DoDEA Continuous Improvement Blueprint:

Guiding Questions:	**Answers:**
How do your Targeted Measurable Objectives align with the strategic initiatives of **Goal 1 - Student Excellence**? • Data-Informed Instruction • Successful Transition to College and Career	
How do your Targeted Measurable Objectives align with the strategic initiatives in **Goal 2 - School Excellence**? • Professional Learning Communities/ Focused Collaboration • College and Career Ready Standards • Leadership Development	
What other Goals do your Measurable Objectives address? • **Goal 3 - Talent Excellence** • **Goal 4 - Organizational Excellence** • **Goal 5 - Outreach Excellence**	

Use the **Alignment with DoDEA Blueprint for Continuous Improvement** document to help align your Action Steps with DoDEA's Critical Success Factors.

Alignment to PEDMS Phases

This step does not directly align with any of the PEDMS phases. However, it is a required step in the process to guarantee that we are in alignment with our organization's goals

and objectives. Being able to articulate that alignment makes that connection even stronger.

Keeping the ACE Habits in Mind

Although there is not a direct link, there is a strong connection with the Habit of a shared commitment to **A**ction, **A**ssessment, and **A**djustment. We must continually take actions that align with our organization and monitor those actions so that our students have the advantage of a consistent and engaging educational experience even as they and their families relocate regularly.

Link to copy:
https://docs.google.com/document/d/1nBmkCHpjafQSL89-eMoVJ2CSshXYPtGiYWUJ8hL6fYs/copy