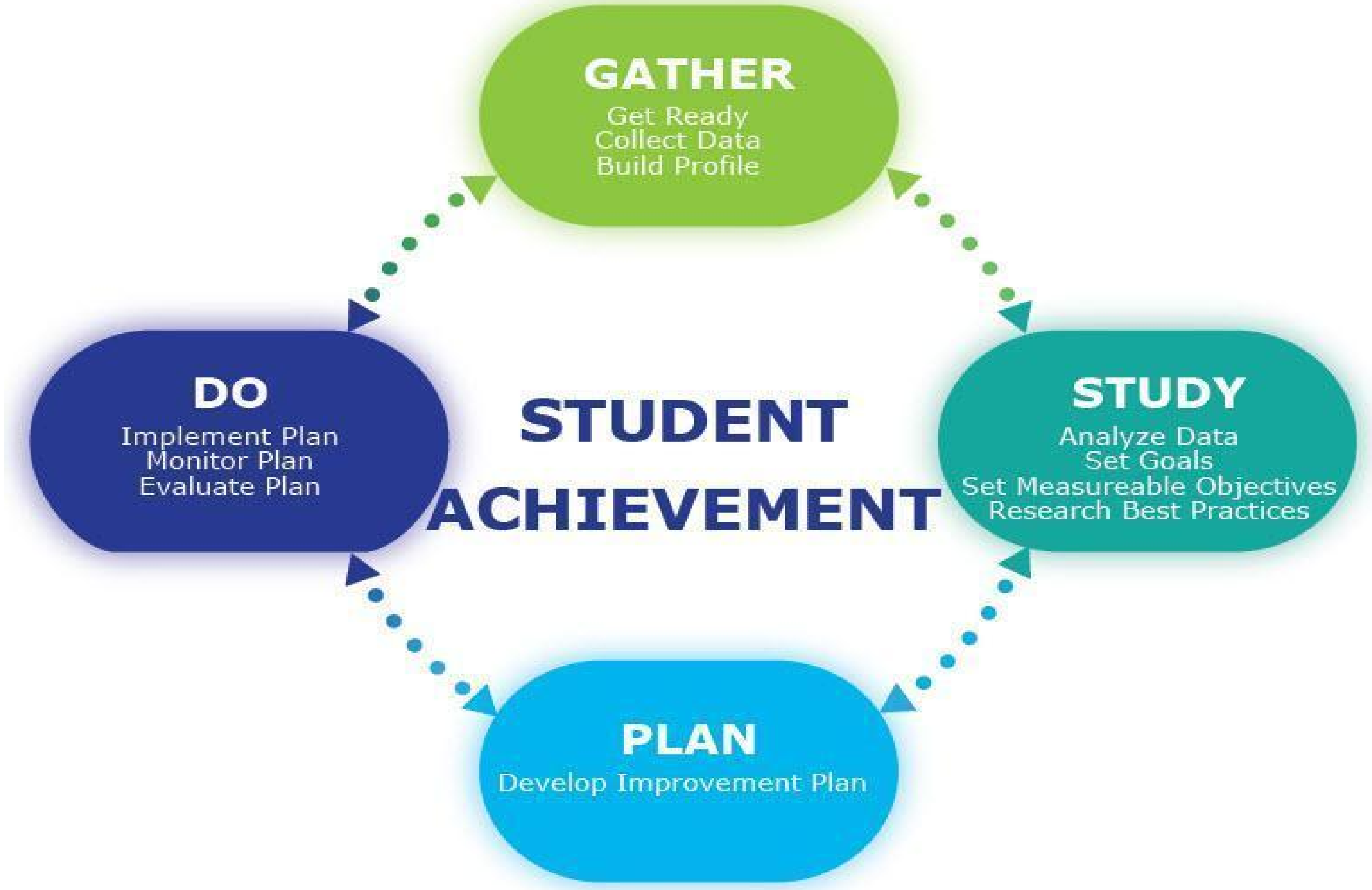
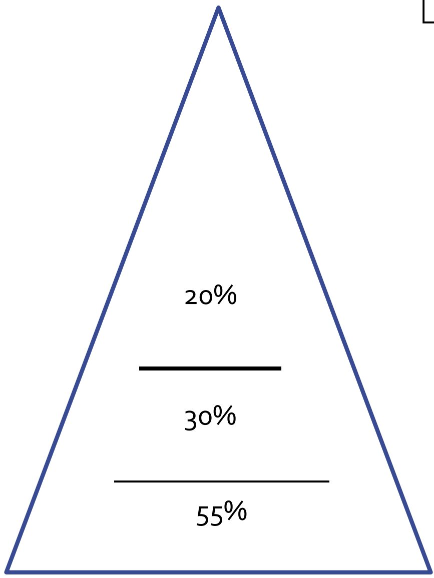
Worked Example

CONTINUOUS IMPROVEMENT PROBLEM SOLVING GUIDE

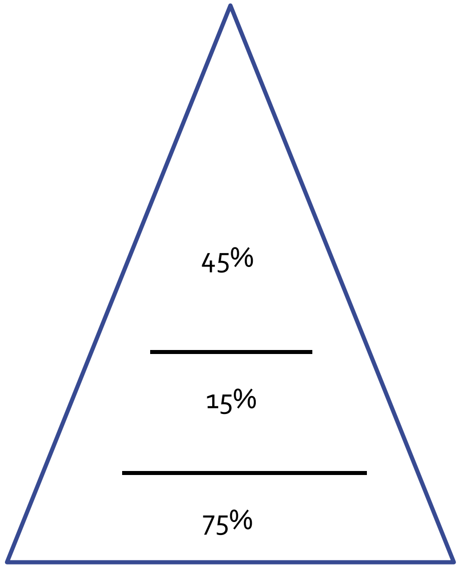
Continuous Improvement Cycle



Tier Transition Report



Summary of Effectiveness
(Percent that stay in Tier 1 and move out of Tier 2 and Tier 3)



Student-On Track Report

Predictions

I predict that…

We will not meet benchmark grade level in MCOMP and MCAP for 3/5 grade levels.

We are relatively successful at keeping students in tier 1, but students are not moving out of tier 2 or 3 for math.

Assumptions

I assume…

Large achievement gaps between different demographic groups remain present in our building.

Increased PD around a particular teaching strategy or content strand will show up in increased student achievement.

Review the previous action plan(s) to evaluate the effectiveness of the supports implemented between Fall 2014 and Spring 2015.

- Did they help you attain your goals?

  If yes, record below under Celebrations and continue with the problem solving process.

  If not, continue with the problem solving process.

CELEBRATIONS!

STUDY
Analyze Data
Set Goals
Set Measureable Objectives
Research Best Practices

OUTCOME DATA

1. Use the following Illuminate Education reports School-wide Overview (K-8) or the On-Track Student List (Grade 9) and the School-wide Status Behavior Overview (Data Toolkit), to identify key observation statements based on the following questions

    1. What points seem to "pop out" in relationship to our core/tier 1 data?
    2. What are the patterns and/or trends?
    3. What is surprising/unexpected in tiers 2 and 3?

        - Individually reflect on the questions
        - Share out as a group
        - Come to consensus on key observation statements

Key Observation Statements:

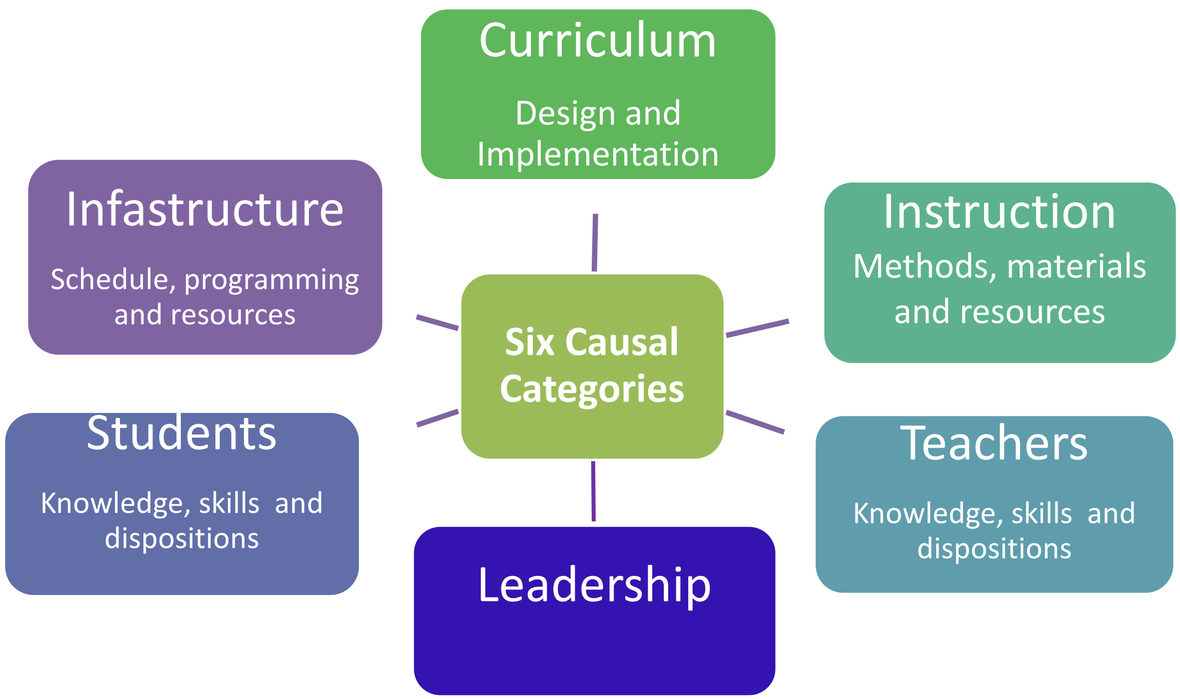
What points seem to "pop out" in relationship to our core/tier 1 data?
Key observation example: Reading data indicates nearly 80% of students meeting benchmark, but math data indicates that students are not at the 80% criteria for grade 3.
What are the patterns and/or trends?
Key observation example: For the last three years the percent of students meeting MEAP proficiency requirements have steadily increased for the last three years.
What is surprising/unexpected in tiers 2 and 3?
Key observation example: The movement of students in third grade receiving tier 2 math interventions are meeting effectiveness expectations, but the number of students moving out of tier 3 are not meeting effectiveness expectations.

2. Prioritize Key Observation Statements based on their effect on student growth (reoccurring, pervasive across multiple tiers and/or measures, consumes high levels of energy, flat-line of performance). (Teams may reorder observations instead of retyping/writing)

    1. *Key observation example: Reading data indicates nearly 80% of students meeting winter benchmark, but math data indicates that students are not at the 80% criteria for grade3..*
    2. *Key observation example: The movement of students in third grade receiving tier 2 math interventions are meeting effectiveness expectations, but the number of students moving out of tier 3 are not meeting effectiveness expectations.*
    3. *Key observation example: For the last three years the percent of students meeting MEAP proficiency requirements have steadily increased for the last three years.*

Teams may renumber key observations instead of retyping/writing.

3. Use the Theories of Causation below to identify root causes



Theories of Causation

1. Use this space to record at least three possible theories of causation related to your first key observation in the above prioritized list:

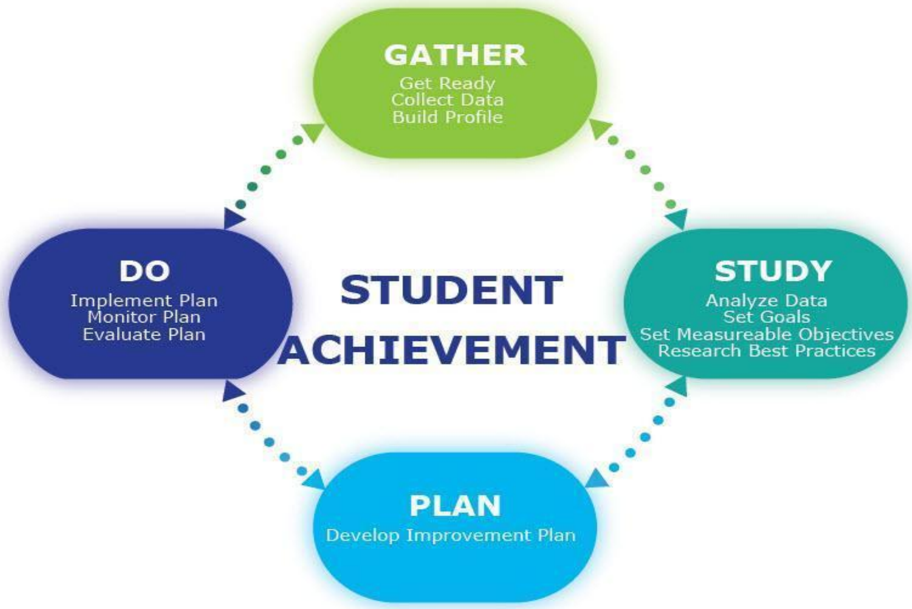
1. *We do not have a research based core math program. (Instruction)*
2. *There are two new teachers teaching third grade that have not taught at the elementary level. (Teachers)*
3. *Our math instructional time is not uninterrupted time block. (Infrastructure)*
4. *Time and financial resources have not be allocated for professional development and collaboration for math. (Infrastructure)*
5. *Research based strategies are not being using consistently for math instruction.*

2. Select one Causal Theory to test against additional data (i.e. National Assessments, State Assessments, and/or Local Assessments) in the space below, record the sources of data that you could use to clarify or confirm this theory.

1. PET-M (Planning and Evaluation Tool-Mathematics)
2. BSA (Building Self-Assessment)

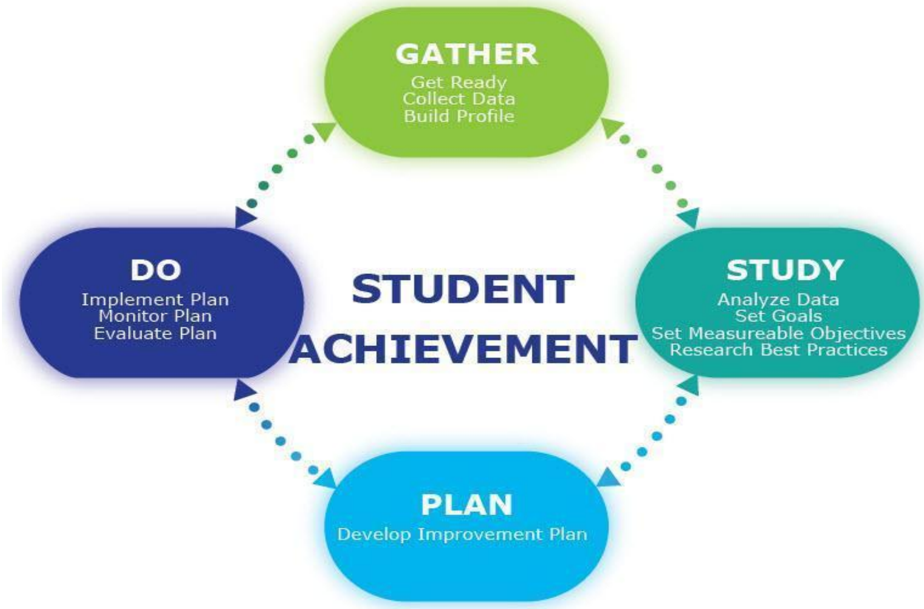
Review data sets to clarify or confirm the causal theories.

PROCESS CYCLE FOR SCHOOL IMPROVEMENT



Step 1: Based on the work above accurately identify one problem and the desired outcome.	
What is the problem? Recurring, Pervasive Across Multiple Tiers/Measures, Consumes High Levels of Energy, Flat-line of Performance	**Evidence base for identifying the problem:**
Progress for the 3rd grade students is flat lining. We do not have 80 % of our students reaching benchmark for MCOMP or MCAP	AIMsweb benchmark data(MCAP & MCOMP) for the last 3 years as well as MEAP Data
What is the desired outcome? State as a SMART Goal (Specific, Measureable, Attainable, Realistic and Timely)	
The percent of students reaching benchmark in both MCOMP & MCAP will increase by 10% by spring of 2015.	

PROCESS CYCLE FOR SCHOOL IMPROVEMENT

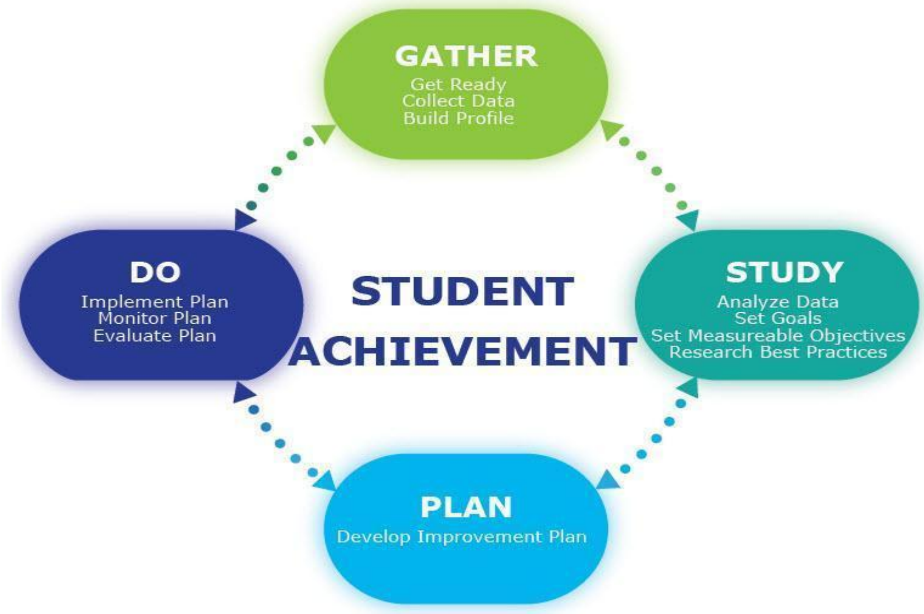


Step 2: Hypothesize why the problem is occurring	
Why is the problem occurring? Why are we not meeting our performance goals? (Casual Categories)	**Evidence base for identifying the problem:** (Forming and verifying the hypotheses) (Process Data, Outcome Data, and/or Behavior Data)
Lack of research based core curriculum (Instruction) We do not have a protected designated math block in the master schedule	PET-M (goals/objectives/priorities, instructional practices and materials)

Brainstorm all available resources/positive factors that might facilitate achievement of desired outcome and all obstacles that might prevent achieving the desired outcomes.

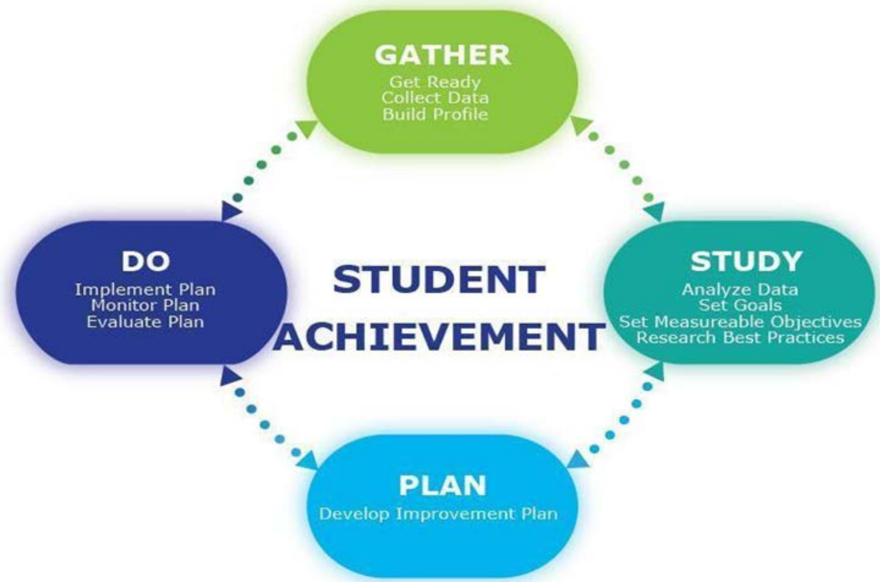
Resources (+)	Obstacles (-)
CCSS Common planning time	Time for item analysis of MCOMP and MCAP items

PROCESS CYCLE FOR SCHOOL IMPROVEMENT



Step 3: Develop School Improvement Goals and Action Plan
What are the goals, strategies, activities, resources and supports needed to eliminate the obstacles to facilitate achievement of the desired outcomes? Make modifications to the goals, activities and strategies in the School Improvement Plan or in Appendix A & B.

PROCESS CYCLE FOR SCHOOL IMPROVEMENT



Step 4: Review the previous action plan(s) to evaluate the effectiveness of the supports provided.

Did they help you attain your goal?

If any of the action items are the identified strategy/program/initiative documented in the MDE Program Evaluation Tool in ASSIST see below.

(This progress monitoring should be occurring during your School Based Leadership Team/Implementation Team Meetings on an ongoing basis)

Begin to document the impact the strategy/program/initiative had on student achievement by completing IMPACT section of the MDE Program Evaluation Tool. If a positive impact on student achievement is not evident, then the school/district teams are required to review the four questions below and the sub-questions in the tool.

1. What is the **readiness for implementing** the strategy/program/initiative?
2. Do participants have the **knowledge and skills** to implement the program?
3. Is there **opportunity** for implementation?
4. Is the program **implemented as intended**?

Goal–Setting: Be SMART

Creating SMART Goals:

Specific – clearly defined

Measureable – tied to student learning/behavior data

Attainable – important to you

Realistic – willing and able to do but still challenging

Timely – set specific time frame

Examples:

1. The percent of third grade students scoring at the established benchmark level in oral reading fluency will increase from 72% to 80% by May, 2016.
2. The percent of eighth grade students scoring at the established level in reading comprehension on the MAZE will increase from 68% to 80% by May, 2016.
3. The average number of major discipline referrals per day per month will be reduced from .93 to less than .85 by January 2016.
4. We will increase the percent of students who have 0-1 major discipline referrals (per year) from 60% to 80% by June 2016.

Goal: All third grade students will increase their oral reading fluency.

Measurable Objective: The percent of third grade students scoring at the established benchmark level in oral reading fluency will increase from 72% to 80% by May, 2016.

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Third grade teachers will participate in professional development in Six-Minute Solutions.	Professional Development	Tier I	Getting Ready	Sept. 2015	Sept. 2015	$300	Building Budget (PD)	Principal, 3rd Grade Teachers
Third grade teachers will implement Six-Minute Solutions with all students in their classroom.	Instruction	Tier I	Implement	Oct. 1 2015	Jan. 2015 (re-assess need after screening window)	$100	Building Budget (General)	Principal, 3rd Grade Teachers

APPENDIX B: SCHOOL LEVEL ACTION PLAN

What needs to be done?	Lead Person	Who is Involved?	By when? How often?	Resources Needed	Resources Available	Plan for Monitoring (data sources, evidence of success)	Status of Progress
Action:							
Action:							
Action:							
Action:							
Action:							

PLAN
Develop Improvement Plan

APPENDIX C: SCHOOL LEVEL COMMUNICATION PLAN

Program:

What needs to be shared?	With Whom?	By When?	How?	Who will share?