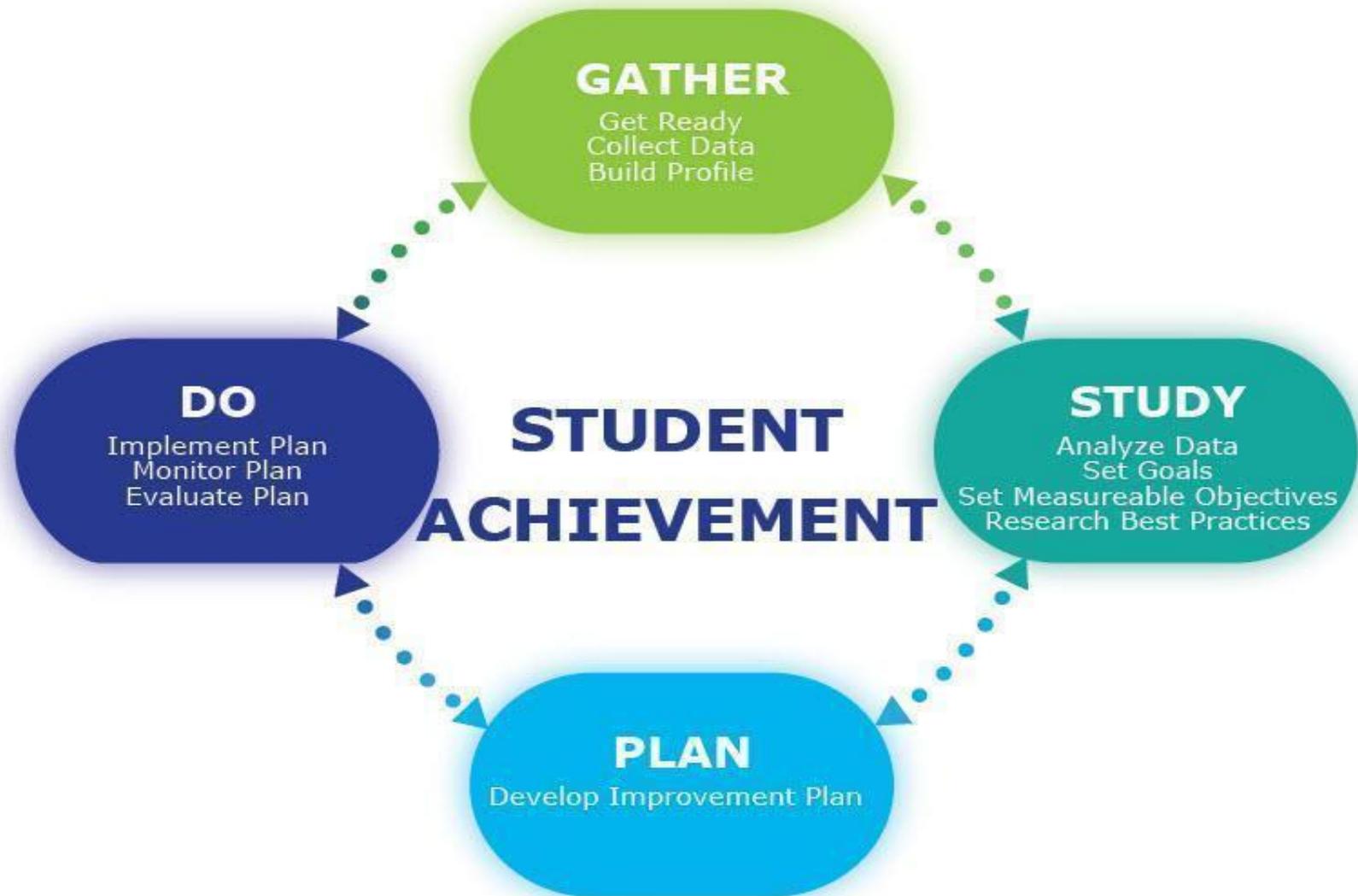
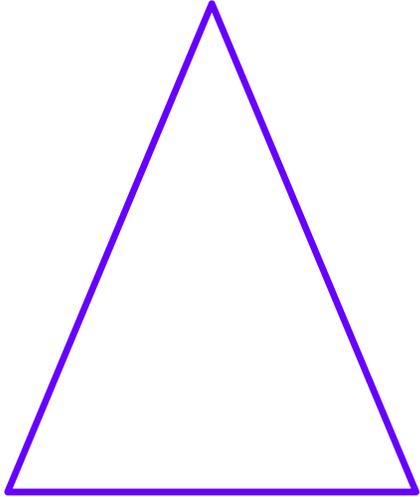


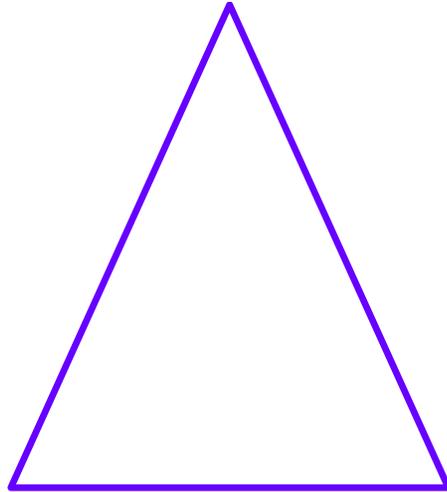
## Continuous Improvement Cycle



**Tier Transition  
Report**



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

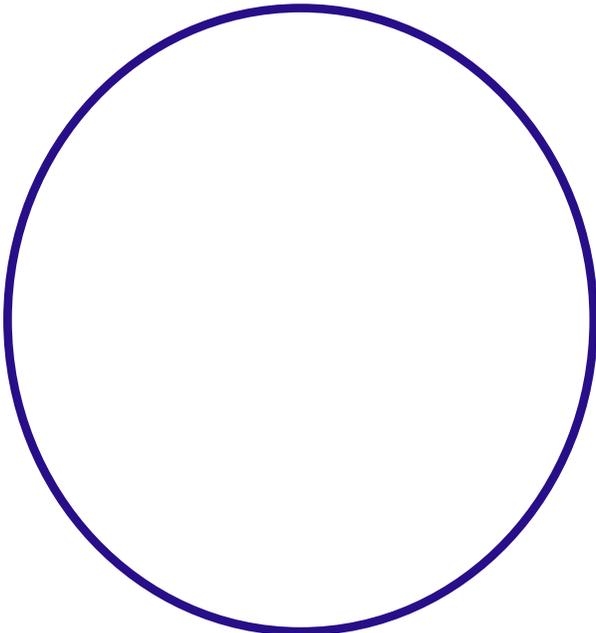


**Predictions**

**Assumptions**

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**Student-On Track Report**



Review the previous action plan(s) to evaluate the effectiveness of the supports implemented between Fall 2014 and Winter 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!**



# OUTCOME DATA

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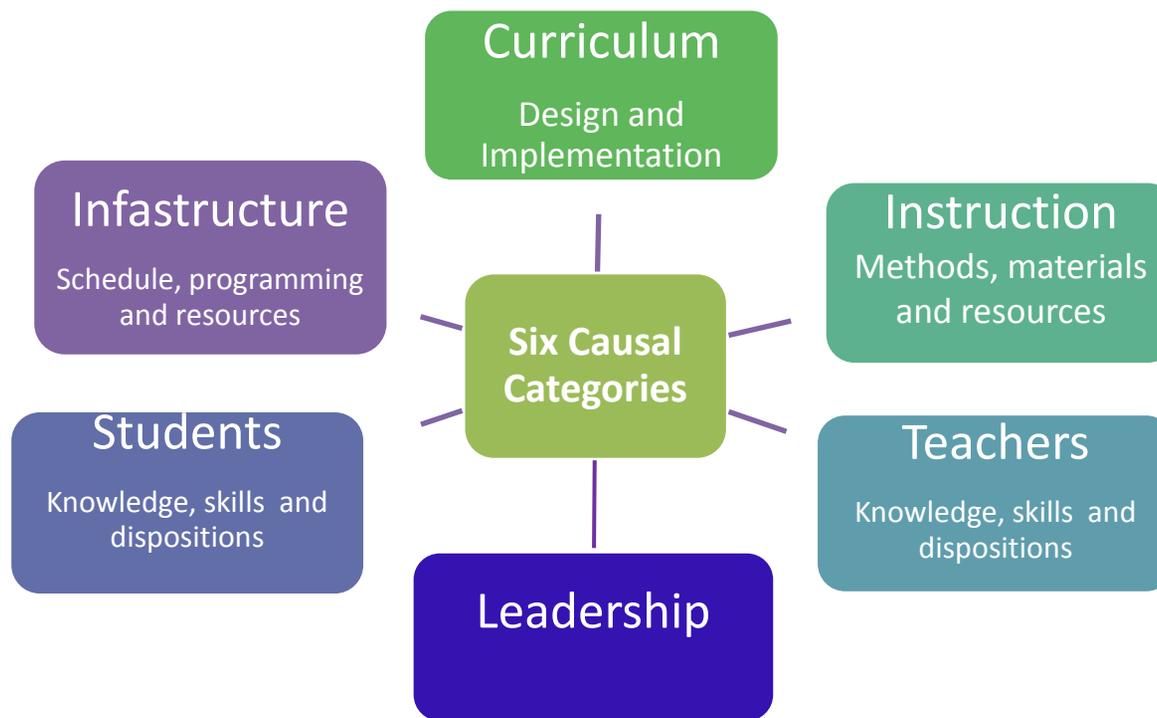
1. Use the following Illuminate Education reports: School-wide Overview (K-8) or the On-Track Student List (Grade 9) and the School-wide Status Behavior Overview (K-9 Data Toolkit), to identify key observation statements based on the following questions
  1. What points seem to “pop out” in relationship 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:



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)

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:

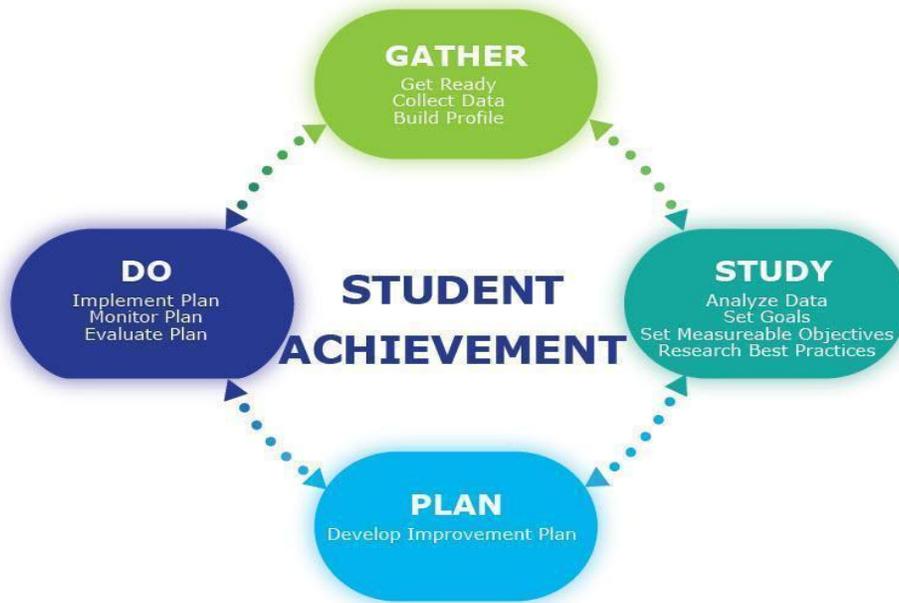
- 1.
- 2.
- 3.
- 4.
- 5.

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.
- 2.

Review data sets to clarify or confirm the causal theories.

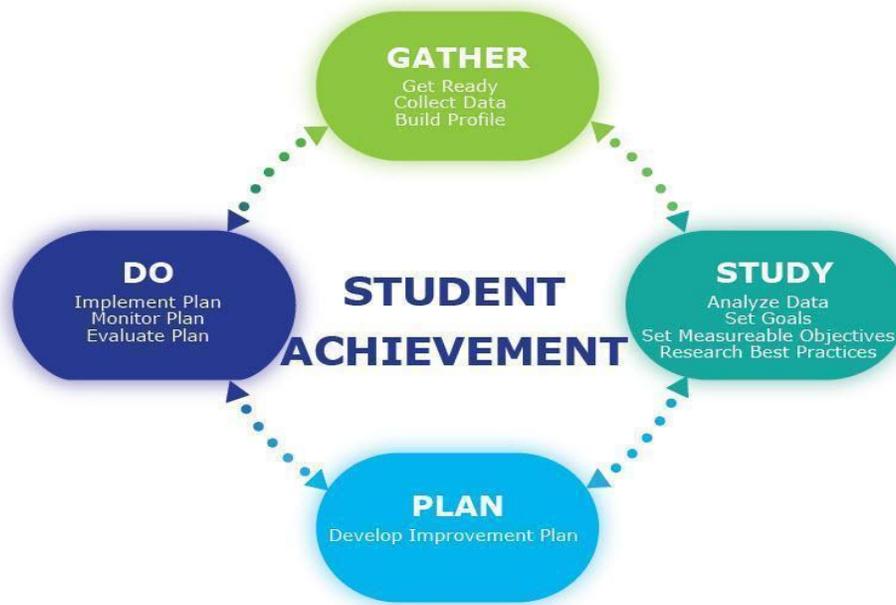
## PROCESS CYCLE FOR SCHOOL IMPROVEMENT



**Step 1: Based on the work above accurately identify one problem and the desired outcome.**

<b>Step 1: Based on the work above accurately identify one problem and the desired outcome.</b>	
<p style="text-align: center;"><b><u>What is the problem?</u></b></p> <p>Recurring, Pervasive Across Multiple Tiers/Measures, Consumes High Levels of Energy, Flat-line of Performance</p>	<p style="text-align: center;"><b><u>Evidence base for identifying the problem:</u></b></p>
<p style="text-align: center;"><b><u>What is the desired outcome?</u></b></p> <p style="text-align: center;">State as a SMART Goal (Specific, Measureable, Attainable, Realistic and Timely)</p>	

## PROCESS CYCLE FOR SCHOOL IMPROVEMENT



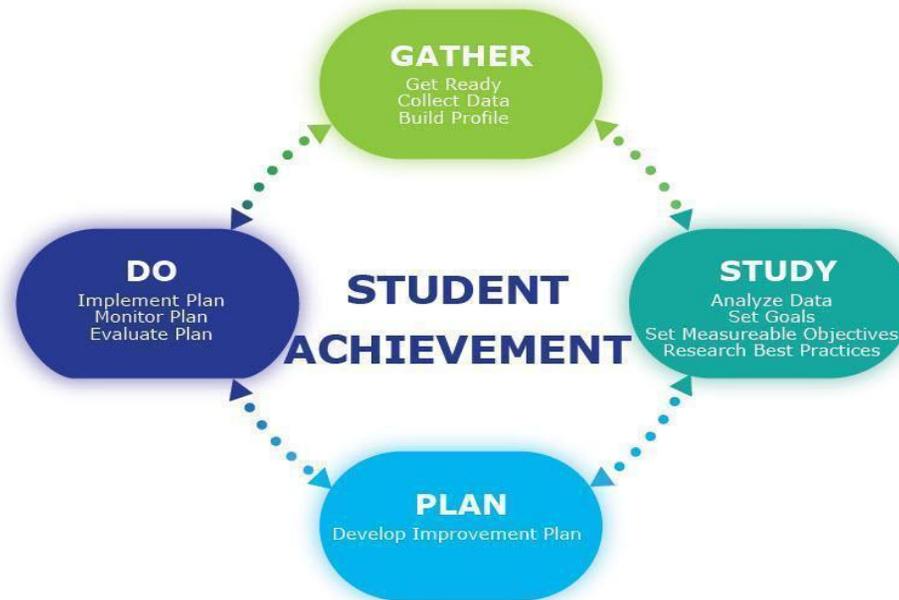
### Step 2: Hypothesize why the problem is occurring

<p><b><u>Why is the problem occurring?</u></b>                  Why are we not meeting our performance goals?                  (Casual Categories)</p>	<p><b><u>Evidence base for identifying the problem:</u></b>                  (Forming and verifying the hypotheses)                  (Process Data, Outcome Data, and/or Behavior Data)</p>

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

<b>Resources (+)</b>	<b>Obstacles (-)</b>

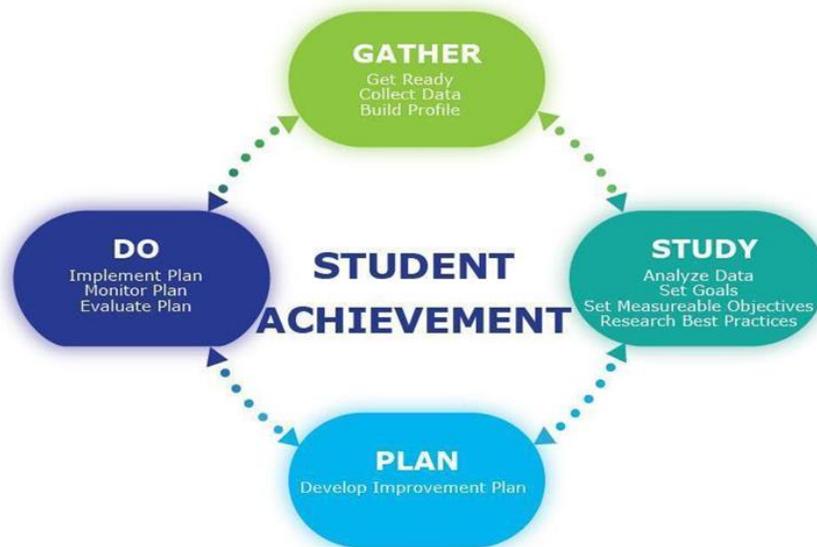
## PROCESS CYCLE FOR SCHOOL IMPROVEMENT



### Step 3: Develop an Improvement Action Plan

What are the strategies, activities, resources and supports needed to eliminate the obstacles to facilitate achievement of the desired outcomes? Record in the Action Plan in Appendix A and or make modifications to the activities and strategies in the School Improvement Plan.

## PROCESS CYCLE FOR SCHOOL IMPROVEMENT



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

1. Did if the previous action items helped you attain your goal.

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

2. Document the impact a strategy/program/initiative had on student achievement by beginning the 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.

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

- a) What is the **readiness for implementing** the strategy/program/initiative?
- b) Do participants have the **knowledge and skills** to implement the program?
- c) Is there **opportunity** for implementation?
- d) Is the program **implemented as intended**?



# APPENDIX A: SCHOOL LEVEL ACTION PLAN

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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:							

# APPENDIX B: SCHOOL LEVEL COMMUNICATION PLAN

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**PLAN**  
Develop Improvement Plan

## Data Review / Continuous Improvement Process Day Communication Plan

District:

Building:

Recorder:

*Who* needs to know the outcomes of the data review day?

Check what items need to be shared about data review day?

- Problems we identified based on the review of data:
  
- Insights we gained from analysis of our data:
  
- Our action plan:
  
- Our plan to monitor implementation of the action plan:
  
- Other: