Focus on Learning
October, 2019
- Agricultural
- Industrial
- Knowledge
- Learning
happy
happy  happier
happy  happier  happiest
What?  So What?  Now What?
Real collaboration is when the credit can no longer be traced to one person. It is legitimately ours.

-- Simon Sinek
I taught Stripe how to whistle.

I don't hear him whistling.

I said I taught him. I didn't say he learned it.
School Improvement

- Develop a profile
- Define beliefs and mission
- Define desired results for student learning
- Analyze instructional and organizational effectiveness
- Develop the action plan
- Implement the plan and document results
School Improvement

- Develop a profile
- Define beliefs and mission
- Define desired results for student learning
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- Implement the plan and document results
Where is the school now? Where’s it going? Does it have a good roadmap?
<table>
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<th>School Improvement Process</th>
<th>Focus on Learning Tasks (p. 9)</th>
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<td>1. Progress Report</td>
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<tr>
<td>• Develop a Profile</td>
<td>2. Refine profile/</td>
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<td>• Define Beliefs and Mission</td>
<td>Clarify schoolwide learner</td>
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<td>• Define Desired Results for Student Learning</td>
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<td>3. Analyze the quality of the school program</td>
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<td>• Analyze Instructional and Organizational Effectiveness</td>
<td>4. Summary of identified student learning needs</td>
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<td>• Develop the Action Plan</td>
<td>5. Action Plan/Follow Up</td>
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<td>• Implement the Plan</td>
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Task 1:
Analyze and reflect upon the school’s progress and the impact on student learning since the previous full self-study. (p. 44)
Task 2: Refine the student/constituency profile based on the analyzed and disaggregated data, clarify the schoolwide learner outcomes and critical student learning needs. (p. 47)
What’s In the Profile

- Current Student Achievement
  - Types of Assessments
  - Current Levels of Student Performance
  - Student Strengths/Limitations
  - Prepared for Next Level

- Demographics
  - Students
  - Community

- Description of the School
  - Defining characteristics
  - Distinguishing characteristics
  - Changes

- Perceptions of Quality
  - Stakeholders
Task 2:
Refine the student/constituency profile based on analyzed and disaggregated data, clarify the schoolwide learner outcomes and critical student learning needs. (p. 47)
Task 3: Evaluate the quality of the school program in relation to the schoolwide criteria with emphasis on the identified critical student learning needs; synthesize the information, determine strengths and growth needs. (p. 52)
Tools for Analysis

- Category A – Organization for Student Learning
  - A1 – School Mission
  - A2 – Governance
  - A3 – School Leadership
  - A4 – Staff
  - A5 – School Environment
  - A6 – Reporting Student Progress
  - A7 – School Improvement Process
Tools for Analysis

• Category B – Curriculum, Instruction, and Assessment
  – B1 – What Students Learn
  – B2 – How Students Learn
  – B3 – How Assessment is Used

• Category C – Support for Student Personal, Academic, and Spiritual Growth
  – C1 – Students Connectedness
  – C2 – Parent/Constituency Involvement
  – C3 – Witnessing and Community Service
Tools for Analysis

• Category D – Resource Management and Development
  – D1 – Resources
  – D2 – Resource Planning
Task 3:
Evaluate the quality of the school program in relation to the schoolwide emphasis on identified critical student learning needs; synthesize the information, determine strengths and growth needs. (p. 52)
Task 4:
Summary of identified critical student learning needs based on profile and focus group analysis and findings. (p. 55)
Gap Analysis

- Current State
- Key factors for change
- Desired State

GAP

Action Plan
Task 4: Summary of identified critical student needs based on profile analysis and focus group findings. (p. 55)
Task 5:
Revise or create a comprehensive schoolwide action plan that will drive achievement of the schoolwide learner outcomes. Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan. (p. 57)
Action Plans

- Objectives
- Steps
- Timeline, Resources, Assignments
- Means for Evaluating
Task 5:
Revise or create a comprehensive schoolwide action plan that will drive achievement of schoolwide learner outcomes. Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan. (p. 57)
Self-Study Format

- Title Page/Table of Contents
- Preface
- Chapter 1: Progress Report
- Chapter 2: Student/Constituency Profile
- Chapter 3: Self-Study Findings
  - Organization for Student Learning
  - Curriculum, Instruction, and Assessment
  - Support for Student Personal, Academic and Spiritual Growth
  - Resource Management and Development
- Chapter 4: Summary from Analysis
- Chapter 5: Schoolwide Action Plan
- Appendix
Self-Study Format (p. 38-40)

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- Chapter 4: Summary from Analysis
- Chapter 5: Schoolwide Action Plan 3 months
- Appendix
"Something better" is the watchword of education, the law of all true living.

- -- Education, p. 296