

FORT KNOX COMMUNITY SCHOOLS SCHOOL IMPROVEMENT MONITORING PLAN

The Knox Community Improvement Team and the School Improvement Teams monitor the process and products of one another throughout the year.

Fall

School Improvement Team representatives and the Knox Community Improvement Team discuss School Improvement Plans, as well as reach consensus on the Knox Community Improvement Plan strategies and action plans and the schools' requests for task and personnel support for School Improvement Plan strategies. During the approval process, the superintendent evaluates the School Improvement Plans and provides feedback to the schools.

Winter/Spring

Internal Review Visiting Teams consult with schools on their school improvement process and plans.

Spring

School Improvement Team representatives and the Knox Community Improvement Team reach consensus on the Knox Community Improvement Plan strategies for the upcoming school year, after reviewing suggestions gathered from all schools and members of the Knox Community Improvement Team.

Internal Review Visits

Internal Review Visits are opportunities for self reflection, self monitoring, and a conversation with outside observers about school improvement at the school -- a "snapshot" of the school's school improvement process, products, results, and plans. A consultation team examines the school profile data and the School Improvement Plan - to include the implementation of the plan - and provides feedback and recommendations to the staff to enhance their school improvement process and products.

Timelines

Internal review visits will be conducted during the implementation phase of the SIP process. The Principal or School Improvement Team Chairperson schedules an internal visit at a time when data on the implementation of the SIP is available.

At least one internal visit is conducted annually. Scheduling the visit must be completed by May 1st.

Duration

Each Internal Review Visit is scheduled in advance and is completed within one school day (minimum one hour). The Internal Review Visiting Team and School Improvement Team Chairperson and Principal will determine the length of the day's visit according to need.

Internal Review Visiting Team Composition

Each Internal Review Visiting Team consists of a minimum of four members:

- Superintendent.
- ISS-School Improvement
- ISS-Curriculum
- School-selected representative(s) from another school or the Central Office (number to be determined by school)

The selection of Internal Review Visiting Team members should be based on the prioritized needs of the school--where discussion, feedback or guidance is most needed.

Preparation for the Internal Review Visit

The Principal or School Improvement Team (SIT) Chairperson coordinates with the ISS: School Improvement (ISS: SIP) to arrange for an internal review visit. The ISS: SIP is responsible for contacting the members of the visiting team and sending confirmation notices to the school and team members, once arrangements have been completed.

To schedule a visit, the principal or SIT chairperson sends the ISS: SIP the following:

- the name(s) of the individual(s) from other schools or the Central Office who will join the superintendent, ISS-Curriculum and ISS-SIP in conducting the consultation
- the date
- the location
- the time school staff will meet with the internal review visiting team. [Note: Visiting team members meet 30 minutes in advance of the internal review visit with school staff -- to review the rubric, etc. Consider the need for the additional time as room arrangements and schedules for the meeting with school staff are made. The visit with school staff must be scheduled no earlier than 30 minutes after the beginning of the duty day.]

The ISS: SIP sends the school's School Improvement Plan to the visiting team members (target date: two weeks prior to the visit). The school sends to individual visiting team members any additional information needed to determine the completeness and quality of the school improvement plan and process (target date: two weeks prior to the visit).

Additional documentation addressing each of the strategies of the school's School Improvement Plan will be shared during the Internal Review Visit.

Process

The Internal Review Visiting Team meets with the principal, SIP Chairperson and other School Improvement Team representatives. [The highest quality perspective of the school's school improvement process is gained when the visiting team is able to meet with teachers who can elaborate on classroom processes and products that directly relate to the SIP goals. Scheduling meetings so that teachers can attend is a powerful way to present the classroom perspective that additionally provides the opportunity to demonstrate teacher knowledge of and ownership in the school improvement process.]

The school team shares documentation and discusses progress (1) toward the school improvement goals and (2) with the school improvement process. The school's candid assessment of the school improvement process, plans and progress is of primary importance. Data displays and student work samples or other evidence of strategy implementation are shared. The school provides the reviewing team with sufficient information to determine the completeness and quality of the School Improvement Plan and process.

The Internal Review Visit focuses on four areas: Data, All Staff, Professional Development, and Resources. The visiting team gathers sufficient information to be able to form a general picture of the school improvement process at the school, the strategy/intervention selection process, how implementation has proceeded, how implementation is monitored, how each teacher is involved, as well as the use of technology, parent involvement, communication, resources and professional development to support the SIP goals. (Refer to the SIP Internal Review Visit rubric for details).

The Internal Review Visit is not to be viewed as a presentation of school improvement efforts as much as it is a two-way conversation of the school's improvement efforts as supported by the documentation cited above. The internal review visiting team is there to provide information, support, and ideas in a conversational environment. Ask questions to gather input. Let the visiting team members know what they can do to support the school's efforts.

As determined by the School Improvement Team and/or the Internal Review Visiting Team, small representative groups of students, teachers and/or parents (not currently members of the School Improvement Team) may be asked to share their understanding of the SIP process, knowledge of strategies, and involvement in the implementation of the school improvement process.

Visit Outcome

An after action report, co-authored by the visiting team members, is given to the principal following the visit. Principals ensure the feedback is shared with the staff.

Resources

- 1) SIP Internal Review Visit Rubric
- 2) Reflection questions to consider while preparing for the visit
- 3) *School Improvement Process Survey of Quality: A Tool for Guiding School Improvement Teams in the School Improvement Process* (Condensed from the DoDEA SIP Continuum of Quality) which may be used to self assess the six phases of the School Improvement Process.



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SIP Internal Review Visit

School: _____

Date: _____

The internal review visiting team met with representative(s) of the School Improvement Team to review and observe plans and actions for school improvement. As a result of this visit, the following observations and considerations were noted:

	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level of development and/or implementation
DATA	<ul style="list-style-type: none"> Multiple sources of data are collected, analyzed and interpreted in developing strategies to produce desired student outcomes. Multiple periodic formative assessments are used to refine and adjust the strategies and action steps. An <i>on-going</i> process for collecting evidence of student outcomes is in place. 	<ul style="list-style-type: none"> Single sources of data are collected, analyzed and interpreted in developing strategies to produce desired student outcomes. Single formative assessments are used to refine and adjust the strategies and action steps. A process for collecting evidence of student outcomes is in place. 	<ul style="list-style-type: none"> No sources of data are collected, analyzed and interpreted in developing strategies to produce desired student outcomes. No formative assessments are used to refine and adjust the strategies and action steps. No process for collecting evidence of student outcomes is in place.
ALL STAKEHOLDERS	<ul style="list-style-type: none"> All stakeholders are represented on the school improvement team. All members of the faculty and administration are involved in the review and analysis of the school's curricular, instructional and organizational practices. All stakeholders are involved in implementing the School Improvement Plan. The School Improvement Team <i>consistently</i> makes collaborative decisions related to school improvement based on active participation and meaningful involvement of all its stakeholders/members (administrator, faculty members, students, parents, military & community). 	<ul style="list-style-type: none"> Most stakeholders are represented on the school improvement team. Most members of the faculty and administration are involved in the review and analysis of the school's curricular, instructional and organizational practices. Most stakeholders are involved in implementing the School Improvement Plan. The School Improvement Team <i>frequently</i> makes collaborative decisions related to school improvement based on active participation and meaningful involvement of all its stakeholders/members (administrator, faculty members, students, parents, military & community). 	<ul style="list-style-type: none"> Few stakeholders are represented on the school improvement team. Few members of the faculty and administration are involved in the review and analysis of the school's curricular, instructional and organizational practices. Few stakeholders are involved in implementing the School Improvement Plan. The School Improvement Team <i>infrequently</i> makes collaborative decisions related to school improvement based on active participation and meaningful involvement of all its stakeholders/members (administrator, faculty members, students, parents, military & community).
PROF. DEVT.	<ul style="list-style-type: none"> The Professional Development Plan is <i>always</i> targeted to address desired student outcomes. Professional development is ongoing and monitored. 	<ul style="list-style-type: none"> The Professional Development Plan is <i>frequently</i> targeted to address desired student outcomes. Professional development is sporadic and evaluated. 	<ul style="list-style-type: none"> The Professional Development Plan is <i>infrequently</i> targeted to address desired student outcomes. Professional development is an isolated event without evaluation or monitoring.
RESOURCES	<ul style="list-style-type: none"> Allocation and use of resources (e.g., human resources, time as a resource for learning, physical resources, instructional resources) are <i>always</i> aligned with the school's SIP goals. All resources are expended to fulfill the action steps, including professional development support, materials, supplies and financial resources. 	<ul style="list-style-type: none"> Allocation and use of resources (e.g., human resources, time as a resource for learning, physical resources, instructional resources) are <i>frequently</i> aligned with the school's SIP goals. Most resources are expended to fulfill the action steps, including professional development support, materials, supplies and financial resources. 	<ul style="list-style-type: none"> Allocation and use of resources (e.g., human resources, time as a resource for learning, physical resources, instructional resources) are <i>infrequently</i> aligned with the school's SIP goals. Few resources are expended to fulfill the action steps, including professional development support, materials, supplies and financial resources.

Observations/Considerations:

Call upon us at any time that we can be of assistance.

REFLECTION QUESTIONS

- How did you engage the school and community in reviewing the data and identifying the strengths and needs of the school?
- What process was used to help the staff prioritize the needs?
- Are the prioritized needs focused on teaching and learning?
- What are the prioritized needs of the school and what data supports them?
- How did you determine the root cause affecting the student outcomes?
- Do the goals reflect high expectations for student achievement? (Are they challenging? Are they important?)
- How are the staff and the school community engaged in studying the research to identify robust, powerful strategies?
- How did the school reach consensus on the selected strategies?
- How are the strategies going to be implemented school wide?
- Are the plans for parent/community involvement, resources, technology, professional development, and communication integrated in the School Improvement Plan? How do they support the student achievement strategies?
- What kinds of assessments are being used? By whom? When and how will the school measure the impact of the strategies on student achievement?
- What is the school wide method of tracking student progress towards the goals throughout the year?
- What happens if an intervention does not demonstrate success?
- How is the School Improvement Team measuring and documenting actual changes in classroom practices?
- What planned support to teachers is available as they implement new classroom practices or refine current practices (e.g., coaching, learning teams, collaboration, peer observations)? Is it ongoing and monitored?
- Show samples of student work and other evidence of strategy implementation.
- What are strengths and challenges of the school's work in the six phases of the school improvement process?

**SCHOOL IMPROVEMENT PROCESS SURVEY OF QUALITY
A TOOL FOR GUIDING SCHOOL IMPROVEMENT TEAMS
IN THE SCHOOL IMPROVEMENT PROCESS
(Condensed from the DoDEA SIP Continuum of Quality)**

Directions:

Reflect on the school's SIP process in respect to the following criteria in preparation for the internal review visit.

PHASE ONE – PREPARATION/FUNDAMENTALS

Knowing and Planning for the School Improvement Process

1. School staff knows and understands the relationship between the DoDEA Community Strategic Plan and the School Improvement Plan/Process and how both plans impact student achievement.

School Improvement Team Representation

2. School Improvement Team members work to represent their respective constituencies.

School Improvement Team Meeting Skills

3. Members routinely practice effective meeting skills.

Shared Decision Making

4. The School Improvement Team makes collaborative decisions related to school improvement based on the active participation and meaningful involvement of all the school's stakeholders.

Leading the School's Improvement Process

5. The principal regularly assesses the effectiveness of instructional practices and organizational procedures and conditions.
6. School wide policies and the allocation and use of resources (e.g. human resources, time as a resource for learning, physical resources, instructional resources) are aligned with the school's goals.

PHASE TWO – REVIEWING STUDENT AND SCHOOL DATA

Collecting, Managing, Analyzing and Synthesizing the Data

7. There is evidence of a systematic process for collecting and managing data to enable the school to determine areas of strength, needs, and/or emerging issues that the school could address in its School Improvement Plan.
8. The staff can clearly describe the school's strengths, needs and root causes of the needs based on the data collected for the profile of the school.
9. Data collected for the school's profile is disaggregated by appropriate subgroups.
10. The school's assessment system and data collection process provides a record of local and system baseline measures and tracks longitudinal analyses of trends.

Identifying Strengths and Needs of Instructional, Curricular and Organizational Practices

11. The entire staff conducts a thorough analysis of the curricular, instructional and organizational practices based on the review of the standards and research principles of high-performing systems of teaching and learning.

Communicating and Using the Data for School Improvement Planning

12. Summaries of the pertinent information in the school profile (e.g., graphic overviews such as tables and charts) are provided to the school's stakeholders in ways that are easily understood.
13. The analysis of the data contained in the school's profile guides the school improvement planning process.

PHASE THREE – REVIEWING/DEVELOPING VISIONS, MISSIONS, ACADEMIC FOCUS, AND STRATEGIES/INTERVENTIONS

Reviewing the School's Vision, Beliefs and Mission

14. The process of identifying desired results for student learning is initiated by reviewing the school's beliefs and mission.

Reviewing Current Research, Local DoDEA Strategic Plan, and National Goals for Student Learning

15. A review (of the latest educational research findings and future trends that have implications for defining the desired results for student learning) is conducted to assist the planning team in selecting strategies for student learning.
16. A review of local, district and/or DoDEA goals and objectives for student learning is conducted to assist the planning team in identifying school wide strategies for student learning.
17. The planning team reviews the recommendations of national curriculum and instruction organizations to assist the planning team in selecting discipline-based and interdisciplinary school wide strategies for student learning.

Defining the Outcomes and Goals Clearly

18. The selection of an academic focus (foci) and strategies for the School Improvement Plan is based on the school's priorities for improving student learning and for improving instructional and organizational practices.
19. The school's goals are measurable, sufficiently challenging, and attainable within a reasonable time frame.

PHASE FOUR – DEVELOPING THE SCHOOL IMPROVEMENT PLAN AND ACTION PLAN

Aligning Strategies and the Action Plan with the School Improvement Outcomes and Goals, Needs Assessment Results and Vision Plan

20. Research-based, validated strategies that address the goals/outcomes for improvement are selected.
21. The selected strategies focus on change in classroom practice in curriculum, instruction and assessment, and ways to support all students in the learning process.
22. The strategies and action plans contained in the School Improvement Plan are aligned with the school's needs assessment results, profile, vision, targeted goals/outcomes for student learning, and analysis of instructional and organizational curricular practices.

Designing Action Plans with a Focus on Professional Development Activities to Implement SIP Strategies

23. Ongoing, systemic professional development is collegial, appropriate, supportive, and effective.
24. Teachers learn about and make changes in instructional and assessment strategies focused on essential student learning and satisfaction.
25. A "teacher as action researcher" model is implemented.
26. Support staff receives training in their roles.

Determining the Resources, Timelines and Responsibilities for Implementing the Action Steps.

27. The timelines for the action steps are reasonable and provide flexibility as needed to fully achieve the plan goals.
28. Resources are provided to fulfill the action steps, including professional development support, materials, supplies, and financial resources.
29. The assignment of accountability responsibilities for the action steps is clear.

Establishing the Local Measures for Evaluating the Effectiveness of the School Improvement Plan.

30. The school's assessment system and data collection process provides a record of local and system baseline measures that document student growth on the selected targets for school improvement.
31. The plan calls for periodic formative assessments that document the extent of implementation and effectiveness of the strategies and action steps, for the purpose of refining and adjusting the strategies and action steps to more fully achieve the goals of the plan.

PHASE FIVE – IMPLEMENTING THE SCHOOL IMPROVEMENT PLAN

Implementing the School Improvement Plan

32. The School Improvement Team functions effectively, providing active leadership for implementing the School Improvement Plan.
33. The principal provides active leadership for implementing the School Improvement Plan.
34. All staff members are involved in implementing the School Improvement Plan.
35. Resources and follow-up support are provided.
36. The data/evidence collected pertaining to achievement of the target goals for student learning and instructional practices are analyzed and used to modify the action steps that can help the school more successfully achieve the target goals.

PHASE SIX – MONITORING AND ASSESSING THE SCHOOL IMPROVEMENT PLAN

Collecting Data/Evidence: Documenting Evidence of the Achievement of the Target Goals/Outcomes for Student Learning

Learning

37. A systematic and ongoing process for collecting data/evidence of students' levels of performance in the target goal areas is in place.

Collecting Data/Evidence: Documenting Implementation

38. Data/evidence pertaining to the extent of implementation of the action steps and evidence of the school's progress in building and strengthening the school's instructional and organizational effectiveness is documented and summarized.

Sustaining the Commitment to Continuous Improvement

39. The School Improvement Team reviews and analyzes significant turning points or achievements of the school as a result of the School Improvement Plan, and formally recognizes and celebrates these accomplishments.
40. Progress reports on the plan are shared with the school's stakeholders, who are encouraged to share their perspectives about the school improvement process with the School Improvement Team.