

STEP TEN: SET A PROCESS AND TIMELINE FOR REVIEW OF THE SCHOOL'S PERFORMANCE IMPROVEMENT PLAN



Facilitator: The purpose of Step 10 is to help the team take the PIM process and embed it in the daily functioning of the school. The team may feel overwhelmed as they realize that the PIM process is not ending and that the work will continue. Focus on how existing systems and structures can be adapted to complete the work.

The PIM process does not come to an end when the plan is written. The planning team will need to make sure that benchmark data are collected and used to make ongoing revisions to the plan. The team's task is to embed the PIM process into the everyday work of the school. This stage requires the transition of the planning team into a planning and implementation team. This group might be the same as the school "leadership team," or perhaps it will share leadership responsibilities with another group. Whatever the team is called, and however the work is divided, the school requires carefully planned systems of accountability, communication and decision making.

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Expectations for this step

- The planning team will define its future role and operating procedures.
- The team will plan steps to embed the PIM process in the daily work of the school.
- Team members will understand how benchmark data will be used to continually evaluate and update the plan.
- The team will create a calendar of all the PIM activities that need to take place in the coming year.

Tool Kit

Worksheets

10-A Organization of the planning team (Word)

10-B PIM continuous improvement cycle (Word)

PIM Access Database or other calendar

Other Materials and Equipment

Completed school improvement plan

10.1 Determine what role the planning team will play and how it will function during the implementation and revision stage

Facilitator: Difficult conversations may occur when the team discusses whether changes to the membership of the team are needed. Likewise, political issues may arise when the group discusses how it will relate to other individuals and groups in the school district.

Guiding Question: How will the planning team organize itself in order to monitor, revise and expand the plan on an ongoing basis?

Using the questions below as a guide, discuss how the planning team will function in the school to manage the future work of PIM. Record answers on [Worksheet 10-A \(Organization of the planning team\)](#), or document decisions in some other way.

- a. How will the ongoing role of the team be defined? How will the team work with other groups at the school? Does it make sense to merge the team with any of these groups?
- b. How often will the team meet?
- c. How will meetings be run? Who will be in charge of convening and facilitating the meetings? How will decisions be made? Do the group norms need to be updated to ensure that the team operates smoothly?
- d. Are subcommittees needed? If so, how will they operate?
- e. Are any changes needed to the membership of the planning team? How will new members of the team be brought up to speed and trained in the PIM process?
- f. How will the planning team share information with and gather feedback from the rest of the staff at the school on a regular basis?
- g. How will the planning team interact with curriculum coordinators and other district personnel?

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- h. Does the planning team need professional development to assist them in the planning work?
- i. What existing systems and structures, such as meeting times and communication systems, can be used to help the planning team function efficiently?
- j. Are there responsibilities of people on the team that could be given up or shifted in order to make time for the PIM work that needs to be done?

10.2 Understand how to use benchmark data in the context of a continuous improvement cycle



Facilitator: Explain the PIM continuous improvement cycle (Worksheet 10-D) and how review of benchmark data will lead to decisions about when and how to revise the plan.

Guiding Question: How will the planning team use implementation and outcome benchmark data and new student achievement data to revise the plan as necessary?

Worksheet 10-B (PIM continuous improvement cycle) describes how the team will use the benchmark data it collects to make adjustments to the plan.

As the team analyzes its implementation benchmark data, it will have to decide whether the school has accomplished its improvement objectives. Ask:

- **Have the strategies taken place, and is the quality of the implementation at the desired level?**
 - **If the answer is yes,** continue the implementation of the plan and move on to look at the outcome benchmark data.

- **If the answer is no**, return to Step 6 (Assess the capacity of current strategies) to address improvement objectives. Looking at the action plan and implementation benchmarks, the team must discuss how the strategies in the plan have or have not been implemented, and why they are not producing the change described in the improvement objective. The team will then revise its action plans and benchmarks as necessary to better support and measure those strategies.

In a similar way, when the team analyzes outcome benchmark data, it will need to decide whether the school has accomplished the desired outcomes.

Ask:

- **Has the plan had the desired effect on students' skills, behavior and attitudes?**
 - **If the answer is yes**, continue to implement the plan and wait to see if the school will reach its goals.
 - **If the answer is no**, revisit the PIM process to understand why the changes to teaching and learning were not sufficient in increasing students skills and knowledge in the identified areas. Perhaps the team did not thoroughly investigate the causes of students' lack of knowledge and skills in the first place. To understand why the plan did not work, return to Step 4 (Identify the most significant causes of the weaknesses in students' knowledge and skills). The team will need to identify more valid and/or additional causes and use these to set new improvement objectives. In sum, the team will need to redo Steps 4-9 and revise the plan.

The process of analyzing benchmark data may not be as linear as the description above suggests. For example, a school may not be done

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collecting all of its implementation benchmark data before it begins collecting outcome benchmark data. It is also possible that the school's outcome benchmarks may appear to be on target when implementation benchmarks are not. The planning team will need to review all of the data at hand and, following the basic principles outlined in the diagram on [Worksheet 10-B \(PIM continuous improvement cycle\)](#), decide when adjustments need to be made by returning to a previous PIM step.

If the implementation benchmarks and the outcome benchmarks are all on target, then when students next take the MCAS, the school should expect to reach its goals. Of course, it is possible the school may not reach its goals. The skills and knowledge the school targeted in the student learning objectives may not have been all the skills students needed to reach the desired level of performance on the MCAS, or the amount of improvement defined in the outcome benchmarks may not have been sufficient to achieve the MCAS goal. Whether or not the school reaches its goal, it will be time for the team to re-examine the school's data and set new goals in line with increasing expectations for adequate yearly progress. The planning team will need to start again at Step 1. Because the team has written a two year plan with annual measurable goals, it will be up to the team to decide whether the PIM cycle should be repeated after one or two years.

10.3 Develop a schedule to review data and revise and expand the plan

Guiding Question: What tasks will be needed in order to review benchmark data and revise and expand the plan?

Collecting and reviewing benchmark data and updating the plan will require a great many tasks to be carried out by different people.

- 1. Using the [PIM Access Database](#) or an alternate calendar, schedule the activities that will take place throughout the next year.**

NOTE: If using the PIM Access Database, benchmarking dates will transfer automatically to the calendar. Other dates can be added through the calendar tools forms.

- Record the dates when implementation and outcome benchmark data will be collected.
- Record when the planning team will meet to review benchmark data.
- Note when new standardized test data (i.e., Terra Nova, SAT-9, or new MCAS data) will be available, and schedule time for the planning team to analyze this data.
- Based on the schedule of data collection and review, determine when key decisions will be made regarding the revision of the plan and add planning team meetings for this purpose to the calendar.
- Record key dates for distributing data and plan updates to school staff.
- Note any district and state deadlines for school improvement plan submissions.

Worksheet 10-A: Organization of the planning team

<p>How will you define the role of the planning team?</p> <p><u>Considerations</u></p> <ul style="list-style-type: none"> • Clarify and communicate to staff the role of the planning team versus that of the school leadership team, school council, and other leadership organizations in the school or district (as needed). • Consider how the planning team will share information with and gather feedback from the rest of the staff at the school on a regular basis. Given actionable data, how will decisions be made? 	
<p>How will the planning team engage in sound time management?</p> <p><u>Considerations</u></p> <ul style="list-style-type: none"> • How often will the team meet? How will meetings be run? Who will be in charge of convening and facilitating the meetings? • What existing systems and structures (i.e., meeting times and communication systems) can be used to help the planning team function efficiently? 	
<p>How will the planning team work with other groups at the school?</p> <p><u>Considerations</u></p> <ul style="list-style-type: none"> • The work of the planning team should not duplicate that of other organizations in the school or district. • A process that feeds information and data collected by other organizations in the school or district to the planning team will save time and energy. • Consider how the planning team will interact with curriculum coordinators and other district personnel. 	
<p>Can the planning team be merged with other groups at the school?</p> <p><u>Considerations</u></p> <ul style="list-style-type: none"> • Multiple teams working toward the same purpose (ostensibly student academic achievement) sends confusing messages to staff and other stakeholders. • Distinguish the planning team from organizations in the school or district focused on non-academic tasks (e.g., operations, facilities, social events, etc.) • Are there responsibilities of people on the team that could be given up or shifted in order to make time for the PIM work that needs to be done? 	
<p>How will the planning team address changes in team and school membership?</p> <p><u>Considerations</u></p> <ul style="list-style-type: none"> • Review and update group norms periodically, especially as new members are added. • Is it appropriate to make changes to the membership of the planning team? • Develop a system for new members of the planning team and the school to be trained in the PIM process and oriented to the plan. • Will existing or new members of the planning team need professional development to assist the planning work? 	
<p>Are subcommittees needed? If so, how will they operate?</p> <p><u>Considerations</u></p> <ul style="list-style-type: none"> • Temporary subcommittees address short-term needs while standing subcommittees may be organized by department, grade level, etc. Both may improve the efficiency of the planning team. • Review subcommittee work often. Promptly disband them once they have served their purpose. 	

Worksheet 10-B: PIM continuous improvement cycle

