EXHIBIT B

TUCSON UNIFIED
SCHOOL DISTRICT

A GUIDE TO EQUITY-ORIENTED CONTINUOUS SCHOOL IMPROVEMENT PLANNING

July 2020

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I. Introduction

Purpose of This Guide

Why A New Planning Process Now?

The TUSD's Equity-Oriented Continuous School Improvement Planning process was developed in partial fulfillment of the Unitary Status Plan and subsequent completion requirements of the U.S. District Court in *Fisher vs. TUSD*. It is responsive to the Mission, Vision, and Core Values of the school district and is designed to bring together effective elements of continuous school improvement with an emphasis on educational equity.

This new planning process builds upon the district's and state's use of continuous improvement as a driver for promoting integration, enhancing equitable student learning opportunities and improving student academic and non-academic outcomes. It draws upon elements of different processes currently used by different schools in the district and synthesizes them into a single, comprehensive, and effective planning process that can be used by all of the district's schools.

How This Planning Process Was Developed

This planning process and guide were developed from a synthesis of elements of different planning processes used by the TUSD. These processes include the Comprehensive Needs Assessment (CNA, 2017, 2020) and the Data Literacy Process therein; the Integrated Action Plan process (IAP); the Team Cycle, SMART Goal Worksheet, and PLC Smart Card contained in the Professional Learning Communities Guide (2019), and Magnet Plan guides (2020). Also relevant were documents describing elements of planning processes developed by TUSD's Equity and Diversity Department and by the Special Master to the U.S. District Court.

Review of these planning processes revealed that different processes contained different elements important to continuous improvement planning, but none contained all these elements. Bringing together these different elements resulted in one process containing the full range of steps that research indicates are important for effective continuous improvement planning.

Once the basic planning process was developed, specific equity emphases were incorporated. These emphases reflect the equity goals and values of the district and provisions of the Unitary Status plan and related completion plans.

How This Guide Is Organized

This continuous Improvement planning guide is organized into three sections. Section I, the Introduction, provides background about the planning process and how it was developed. Section II provides a general overview of the planning process and discusses how equity is infused throughout the process. It also outlines several things that schools should do before beginning the planning process. Section III presents specific instructions for each step in the process. These instructions refer to worksheets that are designed to help you through the process. These worksheets are contained in the Appendix to this guide.

II. The Planning Process

Overview

This planning process revolves around a 10-step cycle for continuous school improvement. The steps are as follows:

Step 1. Describe the School You Aspire to Be
Step 2. Perform Gap Analyses
Step 3. Conduct Root Cause Analyses
Step 4. Identify Primary Needs and Set SMART Improvement Goals
Step 5. Identify Evidence-Based Strategies
Step 6. Undertake Feasibility Analyses
Step 7. Select Most Efficacious, Feasibility Strategies
Step 8. Develop Action Steps
Step 9. Implement Strategies Via Action Steps
Step 10. Monitor, Assess, and Adjust

The cycle begins by articulating a vision for the future of what a school would be doing and achieving if it were living by its core values and achieving its mission. The cycle continues as the school gathers and examines data to take stock of its "current realities" and compares those realities to the school's vision, hopes, and expectations - its "desired states". Difference or gaps between current realities and desired states become the basis of identifying primary needs and setting specific goals for improvement. These goals are pursued through the identification, selection, and implementation of feasible, evidence -based strategies, executed through specific action steps. Implementation and progress toward goal attainment are then monitored and assessed, and adjustments to strategies and action steps are made accordingly. The process ends with an overall assessment of goal attainment, which leads back to the beginning of the cycle to identify new gaps and needs and set new goals for improvement.

Figure 1 presents a visual model of this planning cycle in which Steps 1, 2, 3, and 4 can be grouped together in a phase of goal setting. Steps 5, 6, 7, and 8 comprise of phase of strategy development. Step 9 is the phase of strategy implementation. Finally, Step 10 is the phase of monitoring, assessing, and adjusting and a return to the beginning of the cycle.

This figure shows the steps of the planning and improvement process revolving around a school's mission, core values, and vision for the future for improvement work. These elements give direction to improvement work and how it is pursued. The bottom of the figure shows the importance and influence of the hopes and expectations of educators, students, families, and communities, as well as the district and the state.

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                    ┌─────────────────────┐
                    │ Strategy Development │
                    │  #5, #6 → #7 → #8    │
                    └─────────────────────┘

┌──────────────┐    ┌──────────────┐    ┌──────────────────┐
│ Goal Setting │    │ School Mission,│   │ Implementation   │
│ #1, #2, #3 → #4│  │ Core Values,  │   │      #9          │
│              │    │    Vision     │   │                  │
└──────────────┘    └──────────────┘    └──────────────────┘

              ┌──────────────────────┐
              │ Monitoring, Assessment,│
              │     Adjustment         │
              │        #10             │
              └──────────────────────┘
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Hopes and Expectations of Educators, Students, Families, Communities, the District, the State
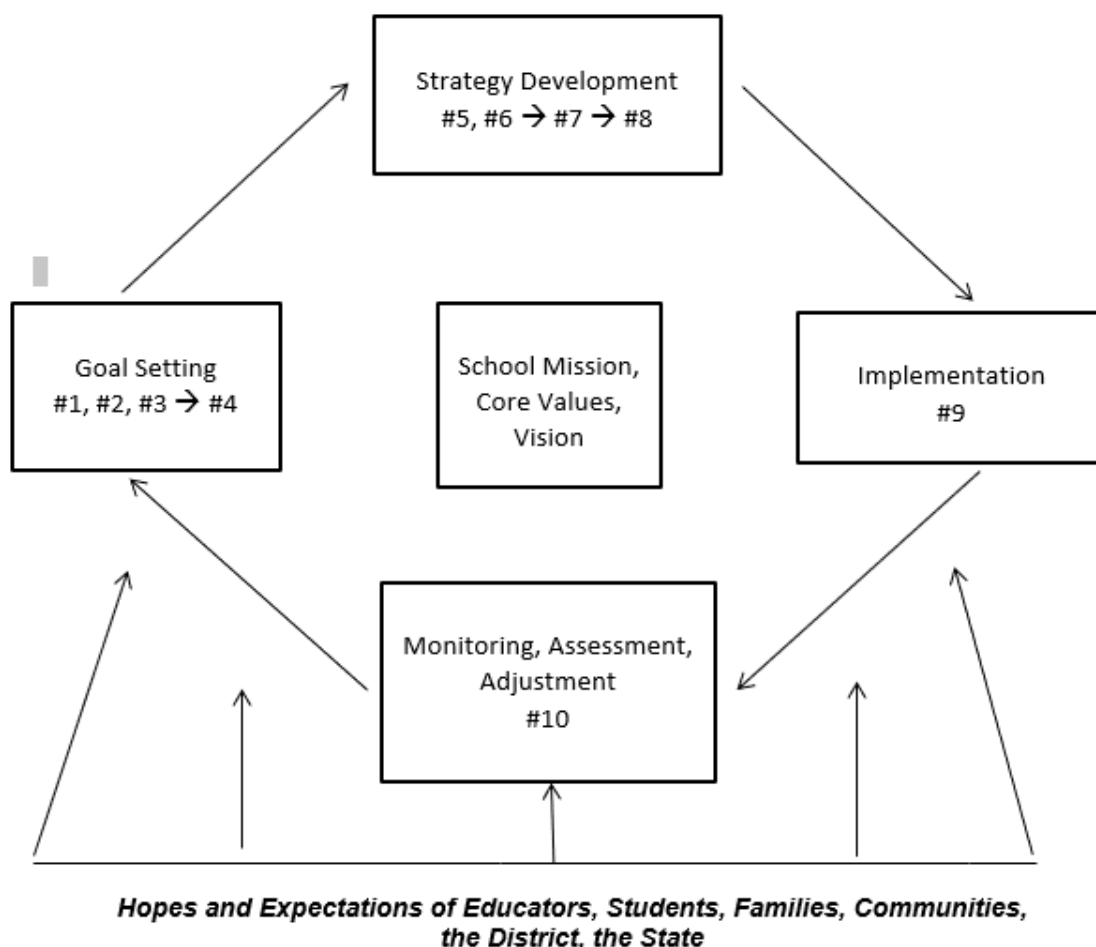
Figure 1. Model of the Planning Process

This package contains worksheets that will guide you through each step of process. A set of instructions is provided at the top of each worksheet. As shown on Table 1, some worksheets are required to complete steps of the process now, while others are recommended, and others are to be completed during the course of the school year.

The primary focus of planning for the 2020-21 school year is improvement of student academic achievement. Additional planning foci will be introduced at later dates.

How Equity Is Infused Throughout the Process

Equity is infused throughout this improvement process. The process directs attention to the learning opportunities and outcomes of all students, and to differences by grade level, racial and ethnic group, ability and disability, language, and culture. It directs attention to levels of integration, defined in the

Unitary Status Plan according to racial and ethnic composition of student enrollments, faculty and staff, and school administration.

In addition, this process proceeds from a positive, strength or asset orientation, rather than a negative, deficit orientation. This orientation applies not only to how to think effectively and respectfully about students, their families, and their communities but also how to think about schools and their teachers, leadership, and staff. To be sure, this improvement process will help you identify areas where you may be coming up short and where you may wish to direct your improvement work. At the same time, this process will help you see, celebrate, and employ the strengths, assets, and resources of teachers, staff, students, families, and the community to continuously improve your school.

Throughout this improvement process is an emphasis on participation and voice. You will see numerous places in the process that present opportunities for teacher, staff, student, parent and non-parent caregiver, and community member voices to be heard. These voices and opportunities for contribution help make school improvement work not only more culturally relevant but also more culturally responsive to the needs and interests, as well as the hopes and expectations of students, families, and communities.

The cycle will focus your attention on integration of student enrollments, programs, faculty and administrative staff. It will focus your attention on disparities that may exist for different groups of students not only in terms of their access to different types of resources and learning opportunities, both curricular and extracurricular. It will also focus your attention on disparities that may exist for different groups of students in attitudes about learning and academic and non-academic learning outcomes.

Finally, the cycle will direct your attention to particular aspects of school organization and leadership, instruction and learning environments, programs and practices, and school-family-community relations, among other things, that are important to achieving educational equity.

The emphasis on equity in this planning process reinforces and helps bring to life the school system's mission and core values. The process provides opportunities for fostering excellence in learning experiences for every student; for promoting participation and voice; for cultivating shared responsibility, accountability, and integrity; for celebrating and nurturing the contributions of diversity; and for cultivating communities of care and respect that support each student's success and well-being.

Things To Do Before You Begin

There are several things that you need to do before beginning this planning process. Done well, this groundwork will enhance the effectiveness of your work.

1.   Form and prepare a team that will lead the planning effort. This team will likely be your school's PLC. See the Professional Learning Community Guide (2019) for ways to develop this group. Be sure to define its roles, responsibilities, and relationships with administrative leaders, other teachers, students, families, the (sub)district and community.

2.   Clarify the roles and responsibilities of the principal in the planning process. Important to the principal's role is to provide support and resources for the process to be successful. Also important is what principals can do to shape the organizational conditions of the school to be

conducive to successful planning and implementation. Shape the organizational conditions of schools to support continuous improvement is important for principals to begin as soon as possible.

3.   Review and reach a common understanding within your school of continuous improvement as a process increasing educational equity and promoting every student's learning and performance.

4.   An important element of this continuous improvement planning process is the participation of teachers, staff, students, parent and non-parent caregivers, and community members. Although you will be asked at different points of the planning process to consider how to involve these groups of people, it may be to your benefit to begin creating these opportunities before you begin.

5.   Explore and strengthen links between your school's continuous improvement planning and improvement work and the core operations of your school. To be most effective continuous improvement work cannot sit at the periphery of a school's central functions; it must be a fully integrated part of those functions. It not fully integrated, the process and the improvement work that is generated risks being marginalized and the effectiveness of this work can be compromised.

6.   So too should links between your school's continuous improvement work and sources of support at the subdistrict and district levels be identified so that they will be ready should you need them.

What To Do When Your Plan Is Completed

Submit plan to **Flori Huitt, Assistant Superintendent for Curriculum and Instruction** and to **Kinasha Brown, Assistant Superintendent for Equity and Diversity.**

III. Step-by-Step Instructions

This section provides detailed instructions for each step in the continuous improvement planning process. You should consider these instructions more guidelines than as a strict scripts to follow exactly. Your school's circumstances may call on you to adapt these instructions accordingly. Different schools may adapt these instructions differently. What is most important is producing the result that each step requires.

Most every set of instructions refers to worksheets that you are to use to make your way through the steps. These worksheets can be found at the end of this guide. Each worksheet is lettered in order across the steps of the process to make finding and working with them easier (Worksheet A, B, C, D, and so forth).

Step 1. Describe the School You Aspire to Be

The purpose of Step 1 is to describe the school that you aspire to be and what you aspire to accomplish. This first step of the cycle is essential groundwork to prepare for Step 2 in which you will conduct gap analyses comparing current realities with desired states for your school.

In Step 1 you will identify different expressions of desired states for your school found in several sources. You will begin by examining statements of your school's mission and core values. A school's mission statement is an expression of the purpose of your school, those things that the school exists to accomplish (e.g., "The purpose of our school is to…."). A school's core values are those values and beliefs to which the school aspires in doing its work, and by which it wishes to be known. Examples include high expectations, student support, equity of opportunity, fairness, justice, trust, caring, respect, etc.

Desired states find expression in the hopes and expectations of a school's administrative leaders, teachers and staff members, students, parents and non-parent caregivers, and the surrounding community. If a school is to serve its students, families, and community well, if a school is to be culturally responsive, it must understand these hopes and expectations well and work to fulfill them.

Desired states also find expression in the district's mission, core value, and vision statements. They can be found in the district's goals for student performance and school improvement, and in the district's expectations for educational equity. More specifically, desired states find expression in the district's Unitary Status Plan (2013 with updates) and in the work of the district's Equity and Diversity Department. Desired states for found in various guides developed by the district. For example, its expectations for Professional Learning Communities, which are key to this planning and improvement process can be found in the PLC Guide (rev. 2019).

Last but not least, desired states find expression in various state standards. Particularly relevant to this process are the AZ Academic Standards, the AZ Principles of Effective Schools (see the Comprehensive Needs Analysis and Integrated Action Plan), the AZ Professional Teacher Standards, and the AZ Professional Administrative Standards.

These expressions of hopes and expectations can be brought together to form a vision for your school in the near and distant future. A vision statement is a description of what you believe your school would look like and be doing several years from now if it is living according to its core values and succeeding in its mission. A vision statement is a portrait of action and accomplishment to which a school can aspire. While a vision might be summed up in a sentence or a slogan, an effective vision statement provides detail of a visual "target" of doing, achieving, and being toward which to aim improvement work and against which to measure progress.

Instructions

1. Gather information from various sources that express hopes, expectations, and desired states for your school.

   a) Using Worksheet A, record brief summaries of your school's mission and core values. Note on Worksheet A the sources you consulted to develop these summaries. These sources may contain longer descriptions of your school's mission and values.

   b) Consult with your school's teachers, non-teaching staff, and administrators to identify key hopes and expectations they hold for the school and its future. These hopes and expectations should pay particular attention to student learning, development and well-being, as well as the learning opportunities your school affords students and the relationships of your school to your families and community. Record these hopes and expectations on Worksheet B, making notes on the strength of and meaningful variations among them.

   c) Consult with students, parents and non-parent caregivers (e.g., guardians, relatives, etc.), and community members to identify key hope and expectations they hold the school and its future. These hopes and expectations should include attention to student learning, development and well-being among other things. Record these hopes and expectations on Worksheet C, making notes on the strength of and meaning variations among them.

   d) Review and become familiar with district and state documents conveying expectations of desired states and outcomes for your school. These documents include but are not limited to:

   - TUSD mission, values, and vision statements
   - TUSD Strategic Plan 2014-2019
   - TSUD Equity and Diversity: Achieving Academic Excellence Through the Lens of Equity (2020)
   - TUSD Unitary Status Plan (2013)
   - TUSD Professional Learning Communities Guide (rev. 2019)
   - AZ Academic Standards
   - AZ Principles of Effective Schools (see the Comprehensive Needs Analysis and Integrated Action Plan)
   - AZ Professional Teacher Standards
   - AZ Professional Administrative Standards.

   Use Worksheet D to keep track of the documentary sources you reviewed.

2. Convene groups of teachers, non-teaching staff, administrators, students, parent and non-parent caregivers, and community members to discuss the hopes, expectations, and desired states that you have identified. Hold conversations to develop common understanding and work toward consensus on a shared set of aspirations for your school in the near and distant future.

3. From the sources you have identified and from these conversations, develop a vision statement for your school. While this vision may be crafted by a small group—such as a PLC—it should ideally be a collaborative effort involving representatives of key groups (e.g., teachers, students, parent and non-parent caregivers, and community members). As described earlier, this vision statement should be a descriptive portrait of what your school would look like, what it would be doing, how it would be "being" if it was living by its core values and accomplishing its mission as expressed on Worksheet A. This vision statement should reflect various expressions of hopes and expectations of key groups as recorded on Worksheets B and C, as well was sources identified in Worksheet D. This vision statement should describe the desired state and outcomes of your school three (3) years into the future. If useful or otherwise important, it can project farther into the future with less detail. A crucial element of a vision statement are expectations for student learning, development, and well-being.

    On Worksheet E, write a short version of this vision statement, this descriptive portrait of your school in the future. Also, so that they may be easily be considered together, write your school's mission statement and core values on Worksheet E in the spaces provided.

    NOTE: Developing a vision for your school's future can be long and demanding work. But it is foundational work to effective short- and long-term planning. Visions do not need to be developed from scratch every year—they may be written to extend three or more years into the future. However, each year, as part of a continuous improvement planning process, your vision should be examined and affirmed or adjusted to accommodate developments. As you are approaching the end of the period for which the vision is written, you should take a hard look and engage in a new visioning process to extend your current vision or craft a new one.

4. As indicated by several of the steps above, engaging teachers, non-teaching staff, administrators, students, parents and non-parent caregivers, and community members is an important part of developing a vision for your school that will be responsive to their needs and interests and to which they will be committed. To emphasize the importance of such involvement, you should keep track of when and how you engage different groups in this work. Use Worksheet F to keep track of the opportunities you provide for others to participate in this work, the dates on which these opportunities were provided, and the numbers of people in different groups who participated.

Step 2. Perform Gap Analyses

The purpose of Step 2 is to identify similarities and differences between current realities of your school and their desired states. The two foci of this step are (1) student outcomes; and (2) integration. There may be areas of your school's programs, practices, and operations where current realities fall short of their desired states. You will consider gaps in student learning opportunities, resources, parent and family engagement among others when you perform root

cause analyses in Step 3. The gaps you will identify in Step 2 and in Step 3 will lead you to identify primary needs and set specific goals for improvement in Step 4. In looking for gaps in Steps 2 and 3, you will also be able to identify strengths—assets and supports—that you should celebrate and that should be helpful to you as you work to close gaps.

Instructions:

1. Review your work in Step 1, focusing on your school's vision and on expressions of desired states of student outcomes and integration.

2. Gather data/evidence that describe the current realities of each area of student outcome and of integration. The areas of student outcomes you should consider include:

   - Academic achievement
   - Student attendance
   - Promotion and retention rates
   - Graduation rates
   - Participation in extracurricular activities
   - Student conduct and discipline
   - Student attitudes
   - Student social-emotional learning
   - Other outcomes of interest to the school and its surrounding community

Data on these outcomes include:

   - Administrative records on student attendance, promotion/retention rates, graduation rates, discipline referrals, suspensions, expulsions, and participation in extracurricular activities
   - AZMerit/AIMS scores, ACT scores, advanced placement tests, course grades, student work (both formative and summative data)
   - Student surveys and focus groups
   - Other pertinent data

The areas of integration you should consider include:

   - Racial/ethnic composition of school enrollment
   - Racial/ethnic composition of academic programs and tracks
   - Racial/ethnic composition of special education enrollment
   - Racial/ethnic composition of extra-curricular participation
   - Racial/ethnic composition of teaching faculty
   - Racial/ethnic composition and roles of non-teaching professional and non-professional staff
   - Racial/ethnic composition of administrative leadership

3. Perform gap analyses for each area of student outcomes listed above. These gap analyses should compare (a) the current reality of each area of outcome to its desired state (as expressed in Step 1); and (b) differences in current realities among different groups of students to the desired state and to each other. The latter includes comparing outcomes for students of different grade levels, different racial and ethnic groups, different abilities, and primary language.

Use Worksheet G to describe the gaps you find from these analyses. In the left column, write the general area of student outcome where the gap has been found (e.g., student academic achievement). Then, write the data sources you used to identify this gap. In the right column, provide a short description of the desired state, a summary of the current reality, and a description of the gap. In your description of each gap, note the student groups for which the gap exists, how large the difference is between the desired state and the current reality, comparisons among student groups, and any particular characteristics of the gap that may be important to addressing it. You may add more rows to Worksheet A as you need them.

4. Perform gap analyses for each area of integration listed above. These gap analyses should compare the current reality of each area with its desired state. Use Worksheet H to describe the gaps you find from these analyses. Complete Worksheet H as you completed Worksheet A—writing the area of integration where the gap was found, noting the data sources you used, describing the desired state, the current reality, and the gap and its characteristics.

Step 3. Conduct Root Cause Analyses

Step 3 consists of identifying and analyzing the root causes of the gaps in student outcomes and integration that you identified in Step 2. A "root cause" is a factor that contributes to or explains a particular condition or situation. A root cause of one particular condition can itself have root causes. This step asks that you trace backwards from current conditions—gaps—both immediate causes and the causes that underlie those causes.

Instructions:

1. To prepare to perform root cause analyses of gaps in student outcomes, you should perform another set of gap analysis. These additional gap analyses examine different aspects of your school, its programs, and its practices, and student access to different learning opportunities and resources. Gaps in these aspects of your school and in student access to opportunities and resources are likely to be root causes of gaps in student outcomes. Root causes of gaps in different areas of integration will be conducted separately.

   a) As in Step 2, begin these gap analyses by reviewing your work in Step 1, focusing on your school's vision and on expressions of hope and expectations for your school, and of desired states of effective schools, effective teaching, and effective leadership. Refer to the worksheets you completed in Step 1. Pay particular attention to the following, among other aspects of your school:

   - Classroom instruction
   - Curriculum and academic programs and tracks
   - Extra-curricular activities
   - Use of time
   - Classroom and school learning environments, including climate and culture
   - Student discipline practices
   - Opportunities for teacher learning and development
   - Professional learning communities

- School leadership
- Family and community relationships and engagement
- Characteristics and distributions of financial, physical, and human resources

b) Gather data/evidence that describe the current realities of your school in each of these areas. Data can be found in the following:

- Comprehensive Needs Assessment (CNA)
- PLC Assessments (PLC Guide, 2019)
- Student quarterly benchmarks
- AZ Merit scores
- DIBELS Data (For elementary)

c) Perform gap analyses for each aspect of your school listed above. Compare the current reality of each area to is desired state. Also compare differences in these aspects for different groups of students. This involves comparing differences in access and experiences of students of different grade levels, different racial and ethnic groups, different abilities, and primary language.

d) Use Worksheet I to describe the gaps you find from these analyses. In the left column, write the area where the gap was found (e.g., teaching, use of time, curriculum, etc.). In the middle column, write the data sources you used to identify this gap. In the right column, provide a short description of the desired state of this condition, a summary of the current reality, and a description of the gap. Your description should note differences in access and experiences for different groups of students, how large the difference is between the desired state and the current reality, and any characteristics of the gap that may be important to addressing it. You may add more rows to this worksheet as you need them.

2. Now that you have performed this set of gap analyses for different aspects of your school, conduct a root cause analysis for each gap in student outcomes identified in Step 2. Consider the possibility that there may be different roots causes for outcome gaps for different groups of students (e.g., the root causes of an outcome gap for early elementary students may be somewhat different than the root causes of the same gap for later elementary students). In your root cause analyses, consider the full range of likely causes, focusing in particular on gaps in school conditions, programs, and practices identified above. Also consider whether certain student outcomes identified in Step 2 could be root causes of other student outcomes (e.g., student absenteeism or particular non-academic social and psychological outcomes might contribute to gaps in student achievement). Begin with a gap you have identified and work backwards to identify the most likely causes of that gap. Continuing to work backwards from what you consider the most immediate causes, consider the causes of those immediate causes. Working backwards this way will take you to "root causes" of the gap.

Record the findings of your root cause analysis of each student outcome gap on a separate Fishbone Diagram (Worksheet J) and a separate 5 Whys worksheet (Worksheet K). When you have completed a Fishbone Diagram and 5 Whys worksheet for each gap in student outcomes, compare your findings across diagrams and worksheets. Look for patterns of similarity and difference. These patterns may help you reveal primary needs for improvement that you will identify in Step 4.

3. Now, conduct a root cause analysis for each gap in integration identified in Step 2. Consider the full range of likely causes that could be found within or outside your school. Record the findings of these root cause analyses on separate Fishbone Diagrams and 5 Whys worksheets. Compare your findings across these diagrams and worksheets and look for patterns of similarity and difference that may reveal needs for Step 4. Because of the similarities in the Fishbone and 5 Whys exercises, your results should be mutually reinforcing.

4. The last part of Step 3 is to identify key strengths and assets that were revealed as you conducted your gap analyses of different aspects of your school and your root cause analyses of gaps in student outcomes and integration. Use Worksheet L to record these strengths and assets. Write the strengths and assets you found in the left column. In the middle column, write the data sources from which you identified these strengths and assets. If you discerned a strength for which there are no data, make a note about what you used to identify this strength. In the right column, note how you think each strength and asset may be helpful in your improvement work.

Step 4. Identify Primary Needs and Set SMART Improvement Goals

Step 4 involves identifying primary needs for improvement and developing specific goals for improvement work. Primary needs should follow from the gap analyses and root cause analyses of Steps 2 and 3. In other words, these analyses should help you identify particular needs and set particular goals for improving your school and student learning.

Instructions:

1. Using the findings of your gap and root cause analyses, identify 5 primary needs that, if addressed, will promote improvement in student learning. Write these needs in the left-hand column of Worksheet M. After you have written these needs, provide a rationale in the right-hand column for why each is important to address. For example, from your gap analyses, you may decide that your first need to address is a particular area of student achievement. From your root cause analysis of this gap, you may consider your second and third needs to improve an aspect of classroom instruction and classroom support of student learning. Also from your root cause analysis, you may identify as your fourth need improving certain opportunities for teacher learning and development, say in their PLCs, in order to improve classroom instruction and student support so as to address your first need concerning student achievement.

2. After identifying and recording these needs and rationales, develop one or more goals for addressing each need. Formulate each goal as a SMART goal statement reflecting the elements below. Prepare a separate copy of Worksheet N for each primary need you identify, writing each need at the top of each sheet. Then, record your SMART goal statements in the left-hand columns of these worksheets. In the right-hand column of these sheets, identify evidence (data) that you will use to assess progress and achievement of each of your stated goals.

    A SMART goal has the following characteristics. These characteristics should be visible in your goal statements (see PLC Guide for examples):

S = Is "specific" (simple, straightforward, sensible, significant)
M = Is "measurable" (clear with concrete indicators of accomplishment)
A = Is "achievable" (actionable, agreed upon, attainable)
R = Is "relevant" to an identified need (reasonable, results-oriented)
T = Is "time-bound" (time-based, timely)

Step 5. Identify Evidence-Based Strategies

Step 5 focuses on identifying strategies to address the needs and achieve the goals set in Step 4. A "strategy" is an action to achieve a particular goal. In this step, you are to identify 2 or 3 evidence-based strategies that are likely to address your primary needs and achieve your SMART improvement goals. The strategies you identify are to be "evidence-based", that is, they are to be supported by findings of research, scholarly and professional expert opinion, or other credible sources of evidence that they are likely to be successful.

Having evidence that a particular strategy is likely to be effective is important but not sufficient. Understanding how and why a strategy is likely to achieve a particular outcome is also important. Understanding how and why doing "x" will likely result in "y" is important to promote implementation and make effective adjustments when difficulties arise. "Because research says so" is not a sufficient explanation of how or why strategy may bring about a desired outcome.

Instructions:

1. Search different sources of information and evidence for strategies that might help you achieve each improvement goal named in Step 4. For each goal, identify 2 or 3 strategies from your search that, based on available evidence, appear most likely to achieve the goal. Once you have identified these strategies, develop an explanation for how and why these particular strategies, if implemented well, will likely achieve the goal.

    Focus on equity-oriented organizational processes, programs, and practices found in research and professional sources. Many of these are mentioned in the Unitary Status Plan and subsequent documents. Others may be found in resources available from different departments in the district (e.g., Department of Curriculum and Instruction, Department of Equity and Diversity).

2. For each improvement goal named in Step 4, prepare a separate copy of <u>Worksheet O</u>. On each worksheet, write an improvement goal in the space provided. Then in the left column describe the strategies you have identified to achieve this goal. In the right column, list the source(s) of evidence you have found which show that this strategy will likely be effective in achieving this goal. At the bottom of each worksheet, provide a summary explanation of how and why this strategy(ies) will help you achieve this goal.

Step 6. Undertake Feasibility Analyses

The purpose of this step is to assess the feasibility of each of potentially effective strategy identified in Step 5. "Feasibility" means the extent to which a particular strategy can be

implemented successfully and if so, achieve its intended outcomes. This step determines how "doable" each strategy identified in Step 5 is likely to be.

Assessing the feasibility of a strategy involves identifying assets, supports, or "positive forces" that are likely to promote implementation and success. It involves identifying obstacles, constraints, or "negative forces" that may work against implementation and success. It also involves an "on balance" assessment where the relative strengths of positive and negative forces are weighed against each other, resulting in a determination that a strategy is more and less feasible to implement and therefore more or less likely to achieve its outcomes.

Instructions:

1.   Prepare a separate <u>Worksheet P</u> for each strategy identified in Step 5. Write the strategy whose feasibility is being assessed in the blank at the top of the worksheet.

2.   Use information collected in Steps 1, 2, and 3, as well as other relevant information that may be available, to identify and write in the left-hand column up to 5 of the most influential sources of support available for this strategy. Then, identify and write in the right-hand column up to 5 of the most influential sources of constraint. Considering both sources of support and sources of constraint, complete the worksheet by making an "on balance" determination of the feasibility of the strategy. As you list particular sources of support and constraint be sure that you understand <u>how</u> and <u>why</u> particular sources of influence may affect your strategies and their outcomes. Understanding how they function will help you consider whether and how you need to address them.

   Keep these feasibility analyses handy. You will find them useful not only in Step 7 when you make final selections of the strategies you will implement but also in Step 8 when you develop action steps to implement these strategies. In Step 8, you will consider actions you can take to employ sources of support, and actions you can take to mitigate or overcome constraints.

Step 7. Select Most Efficacious, Feasible Strategies

In this step, you will use your analyses in Steps 5 and 6 to select the strategies you believe are the most efficacious and feasible to implement to achieve your improvement goals. You may select one or more strategy to achieve each goal. In this step you will also note, from Step 6, particular constraints associated with each strategy that you may need to address when you develop action steps for implementation in Step 8. And you will note particular supports associated with each strategy that you may want to use as part of action steps in Step 8.

In this step you may conclude that a particular strategy is both potentially effective and feasible to implement. You may conclude that a particular strategy is potentially effective but not particularly feasible unless certain conditions are addressed. You may conclude that a particular strategy is potentially effective but for a variety of reasons is not feasible. Such a strategy, therefore, may not be possible to pursue.

Instructions:

1. Using the findings of your analyses in Steps 5 and 6, select the strategy or strategies you will use to achieve your improvement goals.

2. Prepare a separate copy of Worksheet Q for each improvement goal you have set. On the top of each sheet, write one of your improvement goals. Write the strategy(ies) you have selected in this step that you will implement to achieve this goal. Then, write the supports you may wish to draw upon and the constraints that you will need to address to increase the effectiveness of your strategies and the ability to achieve your goals.

Step 8. Develop Action Steps

Step 8 asks that you develop specific action steps to implement the strategies you selected in Step 7. It asks that you develop specific steps to engage the assets and supports and to reduce the constraints identified in Step 7 that may promote or impede your ability to implement your strategies and achieve your goals. Step 8 also asks that you develop steps to monitor and assess the implementation of your strategies and the progress you make toward your goals, and to adjust your strategies and actions steps if necessary. Each action step will include the tasks that need to be performed, the persons responsible for performing them, the timeline or target date for completing them, and resources that are needed. When considering the persons responsible for performing these action steps, it is crucial to Include ways of involving teachers, non-teaching staff, students, parents and non-parent caregivers, and community members in this work.

Instructions:

1. Use Worksheet R to develop the action steps you will take to implement each strategy you have selected to achieve each of your improvement goals. Prepare a separate worksheet for each strategy. At the top of the worksheet, write the improvement goal and the strategy for which you are developing action steps. Then in the spaces provided, list the tasks you will undertake to enact the strategy. List the person(s) who will carry out each task, the timeline with target date, and resources required for the task.

2. On Worksheet S, develop the actions steps you will take to engage the assets and supports and reduce the constraints you identified in Step 7. Again, use a separate worksheet for each strategy. Write the improvement goal and strategy in the spaces provided. Then list the tasks you will undertake to engage the supports and reduce constraints, the persons who will be responsible for completing each task, the timeline with target date, and resources required for the task.

3. On Worksheet T, develop the action steps you will take to monitor and assess implementation of strategies and progress toward goals, and adjust strategies and action steps accordingly. Use a separate sheet for each strategy. List the improvement goal and strategy at the top of the page. Like Worksheets A and B, list tasks, persons responsible for completing them, timelines and target dates, and resources required. At the bottom of each of these worksheets, list the evidence that will be collected and used to monitor, assess, and adjust strategies and progress toward goals. Include the persons responsible for collecting this evidence, the timeline and target dates, and resources required.

Step 9. Implement Strategies Via Action Steps

Identifying needs, developing goals, identifying a set of efficacious and feasible strategies, and developing an action plan to enact those strategies will accomplish little unless and until the strategies, through particular action steps, are implemented, that is, unless and until they are fully engaged and brought to life.

Instructions:

Enact the strategies identified in Step 7 following the action steps laid out in Step 8.

Remember that your action steps include provisions for concurrently monitoring and assessing the implementation of your strategies and progress toward your improvement goals. They should include adjusting your strategies and action steps to promote more effective implementation and outcomes. This "in process" monitoring, assessment, and adjustment is the focus of Step 10. Also remember that your action steps should include provisions for engaging teachers, professional staff, students, parents and non-parent caregivers, and the community in your improvement work.

There is no worksheet for this step in the process.

Step 10. Monitor, Assess, and Adjust

Step 10, the last step in the cycle, calls for monitoring and assessing the implementation of strategies and progress toward goals, and adjusting strategies as warranted. You developed a plan to monitor and assess implementation and outcomes in Step 8. And in Step 8, you identified the evidence you will collect to assess implementation and goal attainment. Step 10 asks that you put that plan into action at the same time that you begin implementing your improvement strategies. In Step 8 you also identified ways to involve key groups in implementing improvement strategies and in monitoring, assessing, and adjusting those strategies. Step 10 calls on you to put these plans for participation into action also.

About every 3 months during the course of the year, you are to consider evidence you plan to collect to determine which strategies and action plans are working well to achieve your improvement goals, and which are not. This step asks that you identify problems that arise and require adjustments to your strategies and action plans to make them more effective. This step also asks that you monitor progress toward achieving your improvement goals. Concurrently examining implementation and outcomes will give you a more complete view of your progress and help identify areas where you can make necessary adjustments. Finally, this step asks that at the end of the year you prepare a summary assessment of achieving each improvement goal and a summary of primary reasons why you were able to achieve your goals or why you may have fallen short.

It may be that at the end of year you will have achieved your improvement goals are ready to restart the planning cycle and identify a new set of goals. It may also be that some improvement goals are not fully achieved. In the latter instance, unachieved goals can carry into the next planning cycle with new root cause analyses, adjustments of the same strategies, or the

development of different ones. These carried-forward goals can accompany new goals that might also b developed at the beginning of the next cycle.

Instructions

1. Prepare a separate <u>Worksheet U</u> for each improvement goal and strategy. At the top of this worksheet, write the improvement goal and strategy used to achieve that goal. Then, by the designated dates, indicate whether implementation of this strategy is "on track" or "off track". If "off track", describe how much and in what ways it is so. Then, describe adjustment(s) that are needed to get the strategy back on track.

2. Prepare a separate <u>Worksheet V</u> for each improvement goal. At the top of this worksheet write the improvement goal and the evidence you are using to assess its attainment. Then, by the designated dates, according to the evidence you are using, summarize the progress to date. Then, if progress is lagging, describe adjustments to strategies and/or action plans that may be needed to improve your progress.

    NOTE: It may be that the dates on Worksheets U and V do not align well with your action plans. If so, please substitute other dates making sure that you record an assessment about every two to three months.]

3. At the end of the year, use Worksheet W to prepare a summary assessment of the extent to which you achieved each of your improvement goals. Use a separate sheet for each goal you sought to achieve. Write the improvement goal and the evidence you used to assess progress at the top of each worksheet. In the left column, referring to evidence you have collected, write a summary assessment of the extent to which you achieved this improvement goal. In the right column, list the primary reasons why you were successful in achieving this goal or why your work may have fallen short.

Remember that these worksheets will provide valuable information as you begin the next improvement planning cycle.

Appendix: Worksheets for Steps of the Planning Cycle

Summary of Steps and Worksheets

Step 1. Describe the School You Aspire to Be

- Worksheet A. Summaries of School Mission and Core Values
- Worksheet B. Hopes and Expectations of Teachers, Non-Teaching Staff, and Administrators
- Worksheet C. Hopes and Expectations of Students, Parents and Non-Parent Caregivers, and Community Members
- Worksheet D. Documentary Sources Reviewed
- Worksheet E. A Vision for the Future
- Worksheet F. Participation Log

Step 2. Perform Gap Analyses

- Worksheet G. Gaps in Student Outcomes
- Worksheet H. Gaps in Integration

Step 3. Conduct Root Cause Analyses

- Worksheet I. Gaps in School Conditions
- Worksheet J. Fishbone Analyses
- Worksheet K. 5 Whys Analyses
- Worksheet L. Key Strengths and Assets

Step 4. Identify Primary Needs and Set SMART Improvement Goals

- Worksheet M. Five Primary Needs and Rationales
- Worksheet N. SMART Improvement Goals

Step 5. Identify Evidence-Based Strategies

- Worksheet O. Evidence-Based Strategies

Step 6. Undertake Feasibility Analyses

- Worksheet P. Supports, Constraints, and Assessments of Feasibility

Step 7. Select Most Efficacious, Feasible Strategies

- Worksheet Q. Most Efficacious, Feasible Strategies

Step 8. Develop Action Steps

- Worksheet R. Action Steps for Implementing Improvement Strategies
- Worksheet S. Actions Steps to Address Supports and Constraints

- Worksheet T. Action Steps to Monitor, Assess, and Adjust Strategies

Step 9. Implement Strategies Via Action Steps

This step has no worksheet.

Step 10. Monitor, Assess, and Adjust

- Worksheet U. Assessment of Implementation of Strategies
- Worksheet V. Assessment of Progress Toward Goal Attainment

Step 1.

Worksheet A: Summaries of School Mission and Core Values

Instructions: In the right-hand column, write brief but clear statements of your school's mission and core values. The mission of your school is its purpose, the things it seeks to achieve. Core values are those values and beliefs you wish to define the way your school works and by which it wishes to be known. In the left-hand column, write the sources from which you drew these statements (e.g., your school's handbook, website, other documents).

Mission. "The purpose of this school is to…."	Source(s):
Core Values. "The core values that define our work and who we are as a school are…."	Source(s):

Step 1.

Worksheet B: Hopes and Expectations of Teachers, Non-Teaching Staff, and Administrators

Instructions: Use this worksheet to summarize the hopes and expectations teachers, non-teaching staff, and administrators express for this school and what it is to accomplish in the near future. Make note of the strength of and variations among hopes and expectations that are expressed.

Group	Hopes and Expectations	Notes
Teachers		
Non-Teaching Staff		
Administrators		

Step 1.

Worksheet C: Hopes and Expectations of Students, Parents and Non-Parent Caregivers, and Community Members

Instructions: Use this worksheet to summarize the hopes and expectations students, parents and non-parent caregivers, and community members for this school and what it is to accomplish in the near future. Make note of the strength of and variations among hopes and expectations that are expressed.

Group	Hopes and Expectations	Notes
Students		
Parents and Non-Parent Caregivers		
Community		

Step 1.
Worksheet D: Documentary Sources Reviewed

Instructions: In the cells provided, check the sources that you used to identify hopes, expectations, and desired states for your school. Make notes about how these sources might be helpful as you move into Steps 2 and 3 of this process, perhaps flagging particular sections or subject matter that especially relevant to your school and students. If you used sources that are not on this list, please identify them at the end of the worksheet. Insert more rows if necessary.

Source	Check if used	Notes
TUSD mission, values, vision statements		
TUSD Strategic Plan 2014-2019		
TUSD Equity and Diversity: Achieving Excellence Through the Lens of Equity (2020)		
TUSD Unitary Status Plan (2013) and Completion Requirements		
TUSD Professional Learning Communities Guide (rev. 2019)		
AZ Academic Standards		
AZ Principles of Effective Schools (also CNA, IAP)		
AZ Professional Teacher Standards		
AZ Professional Administrative Standards		
Other:		

Step 1.
Worksheet E: A Vision for the Future

Instructions: Restate mission and core values of your school from Worksheet A. Write a descriptive summary of the vision for your school 3 years into the future. A vision statement is more than a slogan. It should paint a portrait of what your school will look like, what it will be doing, and what it will be accomplishing if it is living by its core values and achieving its mission. Be sure that hopes and expectations for student learning, development, and well-being are a clear part of your vision.

Mission:
Core Values:
Vision for the Future:

Step 1.
Worksheet F: Participation Log

Instructions: Use this worksheet to keep track of the opportunities you provide for others to participate in Step 1, the dates on which these opportunities were provided, and the numbers of people in different groups who participated.

Groups	Opportunities for Participation	Dates	Ns of Participants
Teachers			
Non-teaching staff			
Administrators			
Students			
Parents and non-parent caregivers			
Community members			
Others:			

Step 2.
Worksheet G: Gaps in Student Outcomes

Instructions: Gather and review evidence of the "current realities" of student outcomes at your school. Compare these outcomes for different groups of students and different grade levels. Also compare them to your school's mission and vision (Step 1) and to other expectations for your school (e.g., Unitary Status Plan and Completion Requirements). Use this worksheet to describe the gaps you find between the current realities of student outcomes and your school's mission and vision for different groups of students and grade levels. Describe gaps you find when you compare different groups and grade levels of students. In the left column of this worksheet, write the area of student outcome where the gap was found (e.g., student academic achievement). In the middle column, write the data sources you used to identify this gap. In the right column, provide a short description of the desired state of this outcome, a summary of the current reality, and a description of the gap. Your description should note the student groups for which the gap exists, how large the difference is between the desired state and the current reality, comparisons among student groups, and any particular characteristics of the gap that may be important to addressing it. You may add more rows to Worksheet A as may be needed.

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
		Desired State: Current Reality: Gap:
		Desired State: Current Reality: Gap:
		Desired State:

		Current Reality: Gap:
		Desired State: Current Reality: Gap:
		Desired State: Current Reality: Gap:
		Desired State: Current Reality: Gap:

Step 2.
Worksheet H: Gaps in Integration

Instructions: Gather and review evidence on "current realities" of integration at your school. Consider the current realities of the racial/ethnic composition of student enrollments, academic programs and tracks, special education enrollment, extra-curricular participation, teaching faculty and non-teaching staff, and administrative leadership. Compare these current realities to expectations found in different relevant sources (e.g., Unitary Status Plan and Completion Requirements). Use this worksheet to describe the gaps you find when you compare the current realities of integration to expectations for integration. Complete this worksheet the same way that you completed Worksheet A—writing the area of integration where the gap was found, noting the data sources you used, describing the desired state, the current reality, and the gap and its characteristics.

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
		Desired State: Current Reality: Gap:
		Desired State: Current Reality: Gap:
		Desired State: Current Reality: Gap:

		Desired State: Current Reality: Gap:
		Desired State: Current Reality: Gap:
		Desired State: Current Reality: Gap:

Step 3.

Worksheet I: Gaps in School Conditions, Programs, and Practices

Instructions: Gather and review evidence of the "current realities" of organizational conditions, programs, and practices at your school (e.g, CNA data). Compare these current realities to characteristics of effective schools, programs, and practices reflected in your school's vision statement and other relevant sources (e.g., CNA, Unitary Status Plan and Completion Recommendations, PLC Guide, AZ 6 Principles of Effective Schools, research, etc.). Use this worksheet to describe the gaps you find between expectations and current realities at your school. In the left column, write the area of school conditions, programs, and practice where the gap was found (e.g., teaching, use of time, curriculum, etc.). In the middle column, write the data sources you used to identify this gap. In the right column, provide a short description of the desired state of this condition, a summary of the current reality, and a description of the gap. Your description should note differences in access and experiences for different groups of students with regard to this condition, how large the difference is between the desired state and the current reality, and any characteristics of the gap that may be important to addressing it. You may add more rows to this worksheet as you need them.

Area of School Condition	Data Source(s)	Descriptions of Gaps
		Desired State: Current Reality: Gap:
		Desired State: Current Reality: Gap:
		Desired State: Current Reality:

		Gap:
		Desired State: Current Reality: Gap:
		Desired State: Current Reality: Gap:
		Desired State: Current Reality: Gap:

Step 3.
Worksheet J: Fishbone Diagrams

Instructions: Conduct a separate fishbone analysis for each gap that you identified on Worksheet G (Student Outcomes) and Worksheet H (Integration). Begin with the gap and work backwards from immediate causes to causes of those causes until you each root causes. Use information recorded on Worksheet I on gaps you found in school conditions, programs, and practices as well as data available to you from other sources (e.g., CNA). Record your analyses on separate Fishbone Diagrams, being sure to write the gap you are analyzing above each one.

Gap Analyzed: _____
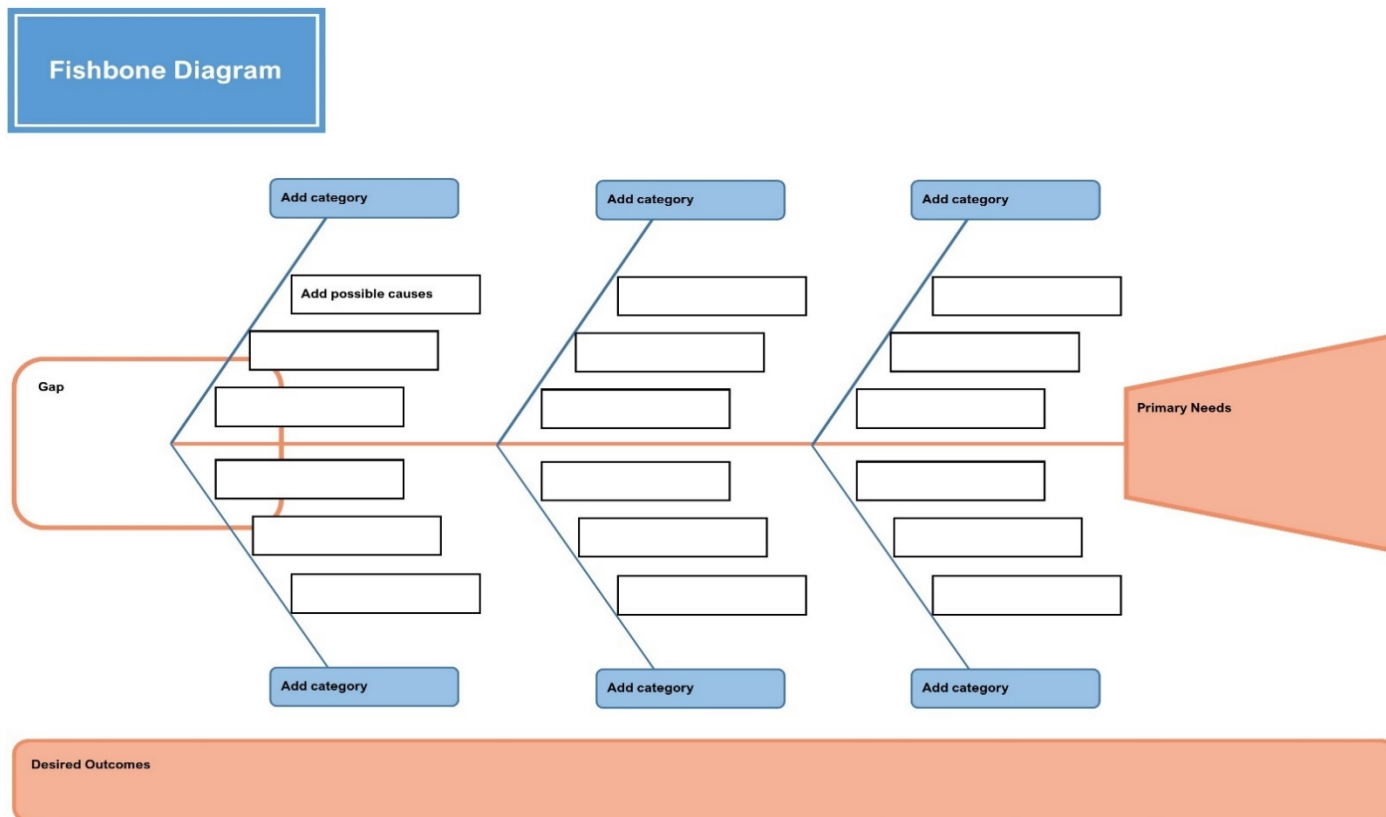
Step 3.
Worksheet K: 5 Why's Analysis

Instructions: Conduct a separate 5 Whys analysis for each gap that you identified on Worksheet G (Student Outcomes) and Worksheet H (Integration). Begin with the gap and ask the first "why" question to identify an immediate cause. Then ask "why" to identify the cause of that cause, and so forth. See the example below. Use information recorded on Worksheet I of gaps you found in school conditions, programs, and practices, as well as data available to you from other sources (e.g., CNA). Record your analyses on separate 5 Whys charts, being sure to write the gap you are analyzing above each one.

Gap Analyzed: _____

5 Why's

GAP: sample

Why? Why do teachers have low expectations for student achievement?

Why? They don't understand the students' needs.

Why? They don't take time to build relationships with students.

Why? They don't know how to build a relationship.

Why? They don't have strategies to build relationships with students.

Real solution is found here
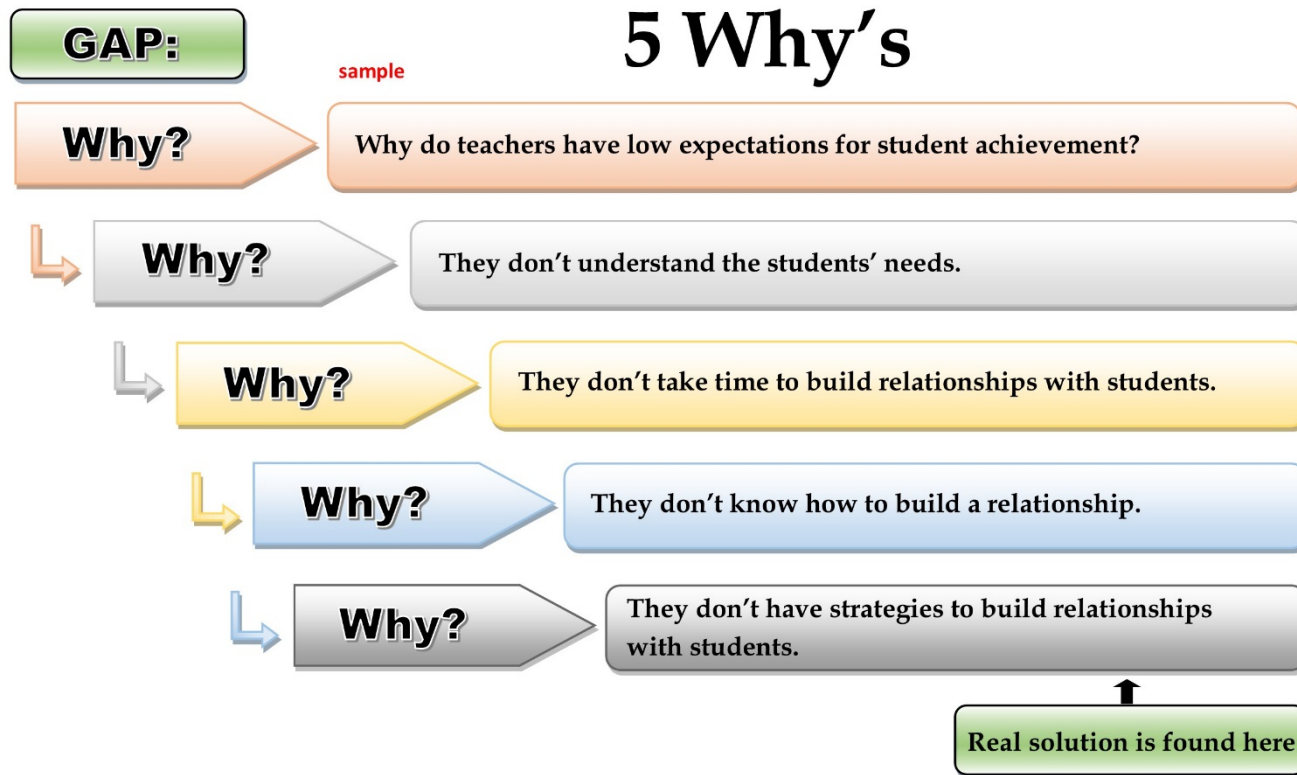
Step 3.

Worksheet L: Key Strengths and Assets

Instructions: While performing Steps 1, 2, and 3, you will have identified a number of positive things about your school, about your students, families, teachers, non-teaching staff, and administrative leadership, and about the community surrounding your school, Use this worksheet to record strengths and assets you identified. Write these strengths and assets in the left column. In the middle column, write the data sources from which you identified these strengths and assets. If you discerned a strength for which there are no data, make a note about what you used to identify this strength. In the right column, make note of how you think each strength and asset may be helpful in your improvement work.

Key Strengths and Assets	Data Source(s)	How Strengths and Assets May Help Improvement Work

Step 4.
Worksheet M: Five Primary Needs and Rationales

Instructions: From the gap and root cause analyses you performed in Steps 2 and 3, identify on the table below 5 primary needs for improving student learning and achievement. Provide a rationale explaining why each need is important to address.

Primary Needs	Rationales
1.	
2.	
3.	
4.	
5.	

Step 4.
Worksheet N: SMART Improvement Goals

Instructions: Prepare a separate copy of this worksheet for each primary need identified on Worksheet M. On each copy, write the primary need that is being addressed. Then, develop and write one or more SMART goal statements to address this need. After writing each goal statement, identify the evidence (data) you will use to assess progress and accomplishment of this goal. A SMART goal statement should be "specific" (S) as well as simple and straightforward, "measurable" (M) with clear concrete indicators of accomplishment, "achievable" (A), "relevant" (R) to an identified need, and "time-bound" (T) with an indicator of when it might be achieved.

Primary Need: _____

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment

Step 5.
Worksheet O: Evidence-Based Strategies

Instructions: Prepare a copy of this worksheet for each improvement goal identified in Step 4. Write the SMART goal in the space provided. In the left column, describe the 2 or 3 strategies you believe will allow to achieve this goal. In the right column, list the sources of evidence you have found that indicate that each strategy is likely to be effective. At the bottom of the table, write a summary explanation of how and why you think these strategies will help you achieve this particular goal (i.e., why you think that if you do "x" you will accomplish "y").

Improvement Goal: _____

Strategy	Sources of Evidence of Potential Effectiveness
1.	
2.	
3.	
Summary Explanation: How and why will these strategies achieve the stated improvement goal?	

Step 6.
Worksheet P: Supports, Constraints, and Assessment of Feasibility

Instructions: Prepare a separate worksheet for each strategy identified in Step 5. Write the strategy whose feasibility is being assessed in the blank below. Use information from Steps 1, 2, and 3, as well as other relevant information to identify and record as many as 5 of the most influential supports available for this strategy. Consider the strengths and assets you recorded on Worksheet L. Then, identify and write as many as 5 of the most influential constraints. Then, considering both supports and constraints, complete an "on balance" determination of the feasibility of the strategy. Be sure to consider how and why the supports and constraints you list are likely to affect the feasibility of your strategies.

Strategy: _____

Supports	Constraints
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
"On balance" assessment of feasibility:	

Step 7.
Worksheet Q: Most Effective and Feasible Strategies

Instructions: Prepare a separate copy of this worksheet for each SMART improvement goal you recorded on Worksheet N. On the top of each sheet, write the SMART goals you are addressing. Using Worksheet P, select the strategy(ies) you believe will be most effective AND feasible to accomplish this goal. Write this strategy(ies) in the right column of this worksheet. From Worksheet P record the supports you may wish to draw upon and the constraints that you will need to address to increase the effectiveness and feasibility of these strategies and their prospects of achieving this improvement goal.

Improvement Goal: _____

Strategy(ies) Selected	Supports and Constraints to Address
1.	Supports: Constraints:
2.	Support: Constraints:
3.	Supports: Constraints:

Step 8.
Worksheet R: Action Steps to Implement Improvement Strategies

Instructions: Use this worksheet to develop the action steps to implement each strategy you listed on Worksheet Q. Prepare a separate worksheet for each strategy. In the spaces below, write the improvement goal and the strategy for which you are developing action steps. Then, list the tasks you will undertake to enact the strategy, the person(s) to carry out each task, the timeline with target completion date, and resources required for the task.

Improvement Goal: _____

Strategy: _____

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

Step 8.

Worksheet S: Action Steps to Address Supports and Constraints

Instructions: Use this worksheet to develop the actions steps you will take to engage the assets and supports and reduce the constraints you identified in Step 7. Prepare a separate worksheet for each strategy. Write the improvement goal and strategy in the spaces provided. Then list the tasks you will undertake to engage the supports and reduce constraints, the persons who will carry out each task, the timeline with target completion date, and resources required for the task.

Improvement Goal: _____

Strategy: _____

Tasks to Engage Supports and Reduce Constraints	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

Step 8.

Worksheet T: Action Steps to Monitor, Assess, and Adjust Strategies

Instructions: Use this worksheet to develop the action steps you will take to monitor and assess implementation of strategies and progress toward goals, adjust strategies and action steps accordingly. Use a separate sheet for each strategy. List the improvement goal and strategy in the spaces below. Then list tasks, persons who will carry them out, timelines and target completion dates, and resources required. At the bottom of each of these worksheets, list the evidence that will be collected and used to monitor, assess, and adjust strategies and progress toward goals. Include the persons responsible for collecting this evidence, the timeline and target completion dates, and resources required.

Improvement Goal: _____

Strategy: _____

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:			

Evidence to be Collected for Monitoring and Assessing Goal Attainment:			

Step 10.
Worksheet U: Assessment of Strategy Implementation

Instructions: Use this worksheet to conduct periodic assessments of how successfully you are implementing your improvement strategies. Prepare a separate worksheet for each improvement goal and strategy. Write the improvement goal and strategy used to achieve that goal. Then, by the designated dates, indicate whether implementation of this strategy is "on track" or "off track. If "off track", describe how much and in what ways it is so. Then, describe adjustment(s) that are needed to get the strategy back on track. You should adjust these dates if other dates are more appropriate to your improvement plan. However, plan to perform quarterly implementation check-ups.

Improvement Goal: _____

Strategy: _____

Check-Up Date	On-Track or Off-Track?	If off-track, how much and how so?	Adjustment(s) needed to get back on track
October 31			
January 31			
March 31			
End of School Year			

Step 10.

Worksheet V: Assessment of Progress Toward Goals

Instructions: Use this worksheet to assess your progress toward achieving your SMART improvement goals. Prepare a separate worksheet for each improvement goal. In the blanks below, write the improvement goal and the evidence you are using to assess its attainment. At the mid-point and the end of the school year, according to the evidence you are using, summarize your level of goal attainment. List the primary explanations why you were successful in achieving this goal or why your work may have fallen short.

Improvement Goal: _____

Evidence Used to Assess Goal Attainment: _____

Check-Up Date	Level of Attainment	Primary Explanations
January 31		
End of School Year		