

Critical Components of a School Improvement Plan:

1. Willingness to overcome great challenges, including honest examination if programs should be kept, abandoned, or modified.
 - "This is one of the most difficult parts of the process because it generally requires abandonment or modification of programs, practices, or plans to which someone or some group in the district or community school is wedded because of tradition, ownership, and so on. It is important to remember that the intent is to have one focused plan that drives district or community school work, not another plan to add to existing plans" (OIP, 2012, p. 55)
 - Improvement plans need to stick with their vision and let everything else involved remain fluid to change (Burkett, 2009, p. 62). It is important to keep moving forward, keeping what works and recycling the rest.
2. Have a planning team which includes parents, school staff, district staff and outside (community) experts (Burkett, 2009, p. 10).
 - A wide variety of stakeholders should be included in the development of a plan. Parents, staff, and experts must all work together to provide multiple points of view. These people should not always agree, but should hold the improvement of the school as a common interest and should be passionate about overcoming any barriers to change (Burkett, 2006).
3. Create vision and mission statements to be communicated with stakeholders. They should explain what you are doing and why you are doing it. (Burkett, 2009, p.25 & 26).
4. Conduct an accurate needs assessment after which the team "analyzes data to identify problems and needs to be addressed in improvement plan" (Burkett, 2009, p.15)
5. Include "Diagnostic Data with Accountable Collaboration"
 - "...highly effective districts administer diagnostic assessments four to six times a year in every grade level in reading, writing, and math" (Wagner, 2006, p. 31).
 - Evaluation needs to assess quality teaching and long term adherence to the objectives. It should not be solely based on test scores. "Monitoring quality over time ratchets up the expectation for fidelity of implementation as the year ensues" (OLAC, 2009, p. 5).
6. Plans are important influences on the content of teacher professional development if they are done correctly. In order to make plans as effective as possible, schools must monitor only the essential data, write effective goals, and follow-through in their efforts to examine and improve. Too many schools approach the process incorrectly (Ohio Leadership Council, 2009).
7. Use SMART Goals: "Setting focused, realistic, and measurable goals is central to an effective planning process" (OIP, 2012, p. 43)
8. There are many precipitating factors to school success which take place outside school walls. succinct

9. School and district improvement plans should prioritize “youth development, health and social services, parent-family engagement and support, and community partnerships” (Anderson-Butcher et. al., 2010, p. 161).
10. School improvement plans are not just for struggling districts. Even districts that consistently perform well can benefit because they “will always need improvement because the conditions under which adults and children learn are always changing” (Barnes, 2004, p. iii).

Resources:

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