A+ Improvement Model

Forsyth County Schools

Our Purpose

- Model the Process
- Step-by-Step Guidance
- Title I Requirements
- Response to Intervention
- Team Collaboration
- Review of Resources
- Assist Teams

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Vision 2010

Leadership
Appraisal Cycle
(LAC)

District Standards

Professional
Appraisal Cycle
(PAC)

A+ Improvement
Model (A.I.M.)

Quality Learning and
Superior Performance
for All

Georgia School
Keys (GSK)

Focused Choice

Pyramid of
Interventions

Data Profiles/
Class Profiles

Response to
Intervention

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A+ Improvement Model (A.I.M.)

- Developed 2001
- Revised 2006 and 2008
- Read the A.I.M. Philosophy
- What key words and/or phrases stand out?
- Does this philosophy align with our vision and beliefs?

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NEW! Assist Teams

- Central support organized to assist schools with school improvement and professional learning

Step 1: Review Data Profiles and Decision Support Library

- ■ Student Learning Data
- ■ Demographic Data
- ■ School Process Data
- ■ Perception Data

- ■ Data Profiles / Class Profiles

Multiple Measures, Victoria Bernhardt

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Student Learning Data

Student Learning Data
Elementary School Profile:
CRCT – grades 1-5
Writing – grades 3 and5
ITBS / CogAT – grades 3 and 5
ACCESS – grades K-5
AYP Report
GAA
Middle School Profile:
CRCT – grades 6-8
Writing – grade 8
ITBS – grade 8
ACCESS – grades 6-8
AYP Report
GAA
High School Profile:
EXPLORE – grade 9
PSAT – grade 10 and 11
EOCT – grades 9-12
GHSGT – grade 11
GHSWT – grade 11
ACCESS – grades 9-12
SAT – grade 12
AP Exams – grades 11 - 12
ACT – grade 12
AYP Report
GAA

Student Learning Data
Additional School Measures:
Course pass rates
Classroom / Formative assessment data
RTI data
AIMSWeb
GKIDS
Benchmarks 3-8 and HS EOCT Courses
CRT
Gates MacGinitie (9, 10, 12)
W-APT

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Demographic Data

Demographic Data
Demographics
Enrollment
Attendance – ADA and student
Withdrawal Reasons
Dropout Reasons
Students Retained
Graduate Diplomas
Programs of Study
Mobility Rate
Free / Reduced Lunch
Chronic Illness
Discipline:
Unsafe School Incidents
Crossroads Program Placement
Discipline Incidents
Discipline Events Summary

Demographic Data
Staff Demographics:
Faculty/staff demographics
Attrition rate of teachers
Highly qualified teachers

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School Process Data

School Process Data
Programs and Services Enrollment in post secondary programs ESOL/LEP Program Economically Disadvantaged Gifted Education Migrant Special Ed by Disability Special Program Exit Student Support Team Data Instructional Support Team Data *Title I – Data must indicate a need for additional / supplemental instruction for at risk students. Students at the greatest need are identified and a priority list is created.*

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Perception Data

Perception Data
Standards Assessment Inventory Technology Implementation Survey GSS Certified Staff Survey Student Health Survey School created parent/community surveys GSS Staff and Community Surveys ESOL Survey Data

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Science Fair for Grownups

Three essential parts of a data wall:

- External data, such as state test scores
- Internal data (classroom assessments or other school measures)
- Inferences and conclusions (drawn from the data)

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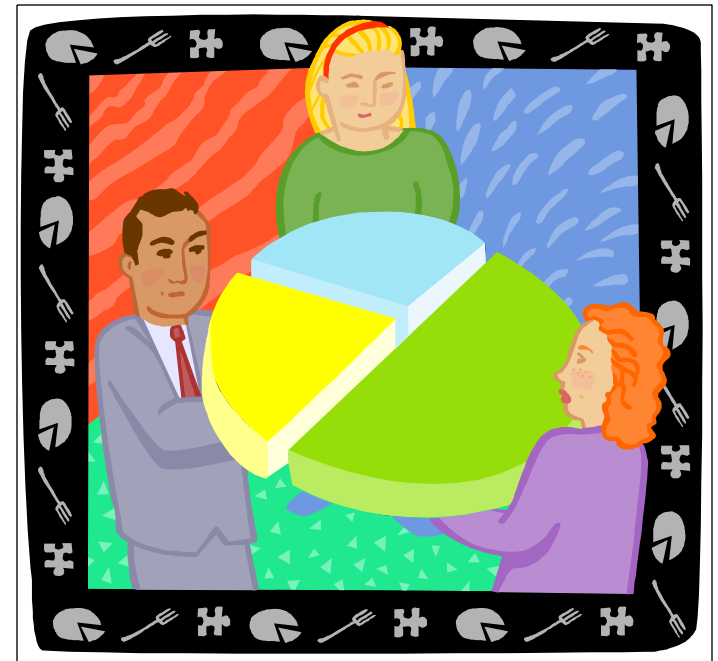
Step 2: Analyze student learning data

Using data from the last three years, what are the trends in:
- achievement in content areas?
- achievement in domains?
- achievement in subgroups?

What are the percentages of students in each performance level by content area, domain, or subgroup?

How does the student data compare to the Absolute Bar for each Annual Measurable Objective (AMO)? What are the implications for meeting future increases in AMO?

What are our overall academic strengths? What are our opportunities for improving teaching and learning?

How will we communicate the findings with faculty members, LSC, PTA/PTO, and other stakeholders?

- *Resources: Data Profiles, Class Profiles, AYP Report, AMO chart, AIM Rubric*

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Confront the Brutal Facts

Creating a climate where the truth is heard involves four basic practices:

- Lead with questions, not answers
- Engage in dialogue and debate, not coercion
- Conduct autopsies, without blame
- Build red flag mechanisms that turn information into information that cannot be ignored

Good to Great, Jim Collins

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CRCT Annual Measurable Objectives

	Reading & English Language Arts	Mathematics
2003	60.00%	50.00%
2004	60.00%	50.00%
2005	66.70%	58.30%
2006	66.70%	58.30%
2007	66.70%	58.30%
2008	73.30%	59.5%
2009	73.30%	59.5%
2010	73.30%	66.70%
2011	80.00%	75.00%
2012	86.70%	87.40%
2013	93.30%	93.70%
2014	100.00%	100.00%

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GHSGT Annual Measurable Objectives

	Reading & English Language Arts	Mathematics
2003	88.00%	81.00%
2004	81.60%	62.30%
2005	81.60%	62.30%
2006	84.70%	68.60%
2007	84.70%	68.60%
2008	87.70%	74.90%
2009	87.70%	74.90%
2010	87.70%	74.90%
2011	90.80%	81.20%
2012	93.90%	83.30%
2013	96.90%	91.70%
2014	100.00%	100.00%

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To view AYP reports for each school and the system:

AYP Reports 2008

2008 AYP — GEORGIA DEPARTMENT OF EDUCATION — gadoe.org — No Child Left Behind
AYP data provided by the Georgia Department of Education - Atlanta, GA

Table Conversations:

Review System AYP Data

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CRCT Math

	All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
Students in AYP Grade Levels	15131	691	375	1293	20	12421	331	1860	578	2420
FAY Students with Test Scores	13813	586	281	1114	19	11552	261	1654	470	1903
Group >= Minimum Size?	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Basic / Does Not Meet	8.2% (1139)	2.2% (13)	17.1% (48)	21.2% (236)	10.5% (2)	7.1% (818)	8.4% (22)	29.0% (480)	32.1% (151)	21.5% (409)
Proficient / Meets	46.6% (6442)	30.7% (180)	50.5% (142)	56.1% (625)	57.9% (11)	46.5% (5371)	43.3% (113)	47.0% (777)	50.0% (235)	56.1% (1067)
Advanced / Exceeds	45.1% (6232)	67.1% (393)	32.4% (91)	22.7% (253)	31.6% (6)	46.4% (5363)	48.3% (126)	24.0% (397)	17.9% (84)	22.4% (427)
Meets + Exceeds	91.8% (12674)	97.8% (573)	82.9% (233)	78.8% (878)	89.5% (17)	92.9% (10734)	91.6% (239)	71.0% (1174)	67.9% (319)	78.5% (1494)
Meets + Exceeds Rate >= 59.5%?	Y	Y	Y	Y		Y	Y	Y	Y	Y
Absolute Bar	Y	Y	Y	Y		Y	Y	Y	Y	Y
Confidence Interval	.	.	.	.		.	.	.	.	.
MultiYear Average	.	.	.	.		.	.	.	.	.
Safe Harbor	.	.	.	.		.	.	.	.	.
CRCT Math Academic Performance	Y	Y	Y	Y		Y	Y	Y	Y	Y

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CRCT Reading/ELA

	All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
Students in AYP Grade Levels	15131	691	375	1293	20	12421	331	1860	578	2420
FAY Students with Test Scores	13808.5	583.5	281	1112	19	11552	261	1654	466.5	1902.5
Group >= Minimum Size?	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Basic / Does Not Meet	2.9% (398.5)	0.9% (5.5)	5.2% (14.5)	11.4% (126.5)	5.3% (1)	2.1% (245.5)	2.1% (5.5)	13.3% (220)	22.5% (105)	10.0% (190.5)
Proficient / Meets	49.1% (6778)	36.8% (215)	61.6% (173)	66.2% (736.5)	71.1% (13.5)	47.8% (5520)	46.0% (120)	63.5% (1050.)	66.2% (309)	66.6% (1267)
Advanced / Exceeds	48.0% (6632)	62.2% (363)	33.3% (93.5)	22.4% (249)	23.7% (4.5)	50.1% (5786.5)	51.9% (135.5)	23.2% (383.5)	11.3% (52.5)	23.4% (445)
Meets + Exceeds	97.1% (13410)	99.1% (578)	94.8% (266.5)	88.6% (985.5)	94.7% (18)	97.9% (11306.)	97.9% (255.5)	86.7% (1434)	77.5% (361.5)	90.0% (1712)
Meets + Exceeds Rate >= 73.3%?	Y	Y	Y	Y		Y	Y	Y	Y	Y
Absolute Bar	Y	Y	Y	Y		Y	Y	Y	Y	Y
Confidence Interval	.	.	.	.		.	.	.	.	.
MultiYear Average	.	.	.	.		.	.	.	.	.
Safe Harbor	.	.	.	.		.	.	.	.	.
CRCT Reading/Eng. Lang. Arts Academic Performance	Y	Y	Y	Y		Y	Y	Y	Y	Y

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GHSGT Math

	All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
Students in AYP Grade Levels	1817	39	38	183		1529	21	153	76	267
FAY Students with Test Scores	1587	34	27	139		1362	18	123	55	195
Group >= Minimum Size?	Y	N	N	Y		Y	N	Y	N	Y
Basic / Does Not Meet	11.2% (178)	11.8% (4)	18.5% (5)	41.7% (58)		7.9% (108)	11.1% (2)	35.8% (44)	67.3% (37)	34.4% (67)
Proficient / Meets	11.9% (189)	2.9% (1)	14.8% (4)	16.5% (23)		11.6% (158)	16.7% (3)	23.6% (29)	16.4% (9)	15.4% (30)
Advanced / Exceeds	76.9% (1220)	85.3% (29)	66.7% (18)	41.7% (58)		80.5% (1096)	72.2% (13)	40.7% (50)	16.4% (9)	50.3% (98)
Meets + Exceeds	88.8% (1409)	88.2% (30)	81.5% (22)	58.3% (81)		92.1% (1254)	88.9% (16)	64.2% (79)	32.7% (18)	65.6% (128)
Meets + Exceeds Rate >= 74.9%?	Y			N		Y		N		N
Absolute Bar	Y			N		Y		N		N
Confidence Interval	.			N		.		N		N
MultiYear Average	.			N		.		N		N
Safe Harbor	.			Y*		.		N		N
GHSGT Enhanced Math Academic Performance	Y			Y		Y		N		N

*Subgroup must also meet Second Indicator Criteria.

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GHGST English

	All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
Students in AYP Grade Levels	1817	39	38	183		1529	21	153	76	267
FAY Students with Test Scores	1589	34	27	139		1363	19	123	55	196
Group >= Minimum Size?	Y	N	N	Y		Y	N	Y	N	Y
Basic / Does Not Meet	5.3% (85)	5.9% (2)	7.4% (2)	25.9% (36)		3.3% (45)	0.0) (0)	19.5% (24)	54.5% (30)	17.9% (35)
Proficient / Meets	28.1% (447)	23.5% (8)	40.7% (11)	43.2% (60)		26.8% (365)	10.5% (2)	43.9% (54)	40.0% (22)	39.3% (77)
Advanced / Exceeds	66.5% (1057)	70.6% (24)	51.9% (14)	30.9% (43)		69.9% (953)	89.5% (17)	36.6% (45)	5.5% (3)	42.9% (84)
Meets + Exceeds	94.7% (1504)	94.1% (32)	92.6% (25)	74.1% (103)		96.7% (1318)	100% (19)	80.5% (99)	45.5% (25)	82.1% (161)
Meets + Exceeds Rate >= 87.7%?	Y			N		Y		N		N
Absolute Bar	Y			N		Y		N		N
Confidence Interval	.			N		.		N		N
MultiYear Average	.			N		.		N		N
Safe Harbor	.			Y*		.		N		Y*
GHSGT Enhanced Eng. Lang. Arts Academic Performance	Y			Y		Y		N		Y

*Subgroup must also meet Second Indicator Criteria.

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Graduation Rate

		All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
2008	Graduation Class Size	1735	43	30	166		1476	19	173	81	226
	Graduates (Regular Diplomas)	1483	41	25	91		1306	19	99	33	124
	Graduation Rate	85.5%	95.3%	83.3%	54.8%		88.5%	100%	57.2%	40.7%	54.9%
2007	Graduation Class Size	1522	32	20	114		1335	17	152	67	181
	Graduates (Regular Diplomas)	1269	27	17	55		1149	17	78	27	86
	Graduation Rate	83.4%	84.4%	85%	48.2%		86.1%	100%	51.3%	40.3%	47.5%
Current Year >= 70% or Progress?		Y			N		.		.	.	N
Graduation Rate		Y			N		.		.	.	N

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Attendance Rate

		All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
2008	Students in AYP Grade Levels	16745	718	427	1435	23	13788	354	2020	635	2698
	Students Absent Over 15 Days	932	5	11	58	2	834	22	155	22	247
	Absent Over 15 Days Rate	5.6%	.7%	2.6%	4%	8.7%	6%	6.2%	7.7%	3.5%	9.2%
2007	Students in AYP Grade Levels	14626	555	306	1270	21	12254	220	1961	630	2409
	Students Absent Over 15 Days	856	6	8	51	2	777	12	148	24	260
	Absent Over 15 Days Rate	5.9%	1.1%	2.6%	4%	9.5%	6.3%	5.5%	7.5%	3.8%	10.8%
	Current Year <= 15% or Progress?	Y	.	.	.		.	.	.	.	.
	Attendance Rate	Y	.	.	.		.	.	.	.	.

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Step 3: Analyze demographic data

How does this data influence:

- student placement?
- access to rigorous coursework?
- school-wide policies and procedures (i.e. discipline plan, schedule)?
- allocation of resources (i.e. time, space, personnel, funds)?

- What are our areas of strength? What are our areas of concern?

- Are we satisfied with the graduation rate? What interventions are needed at the secondary level to keep students in school?

Resources: Data Profiles, Class Profiles , AYP Report, Infinite Campus, AIM Rubric

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Step 4: Analyze school process data

What does this data reveal about:

- school-wide processes (e,g. IST / SST)?
- RTI Process?
- services for special populations?
- enrollment by program?

What programs do we offer?

How do these programs and services help maximize student learning?

How do these programs and services hinder or create barriers to student learning?

Are we serving the needs of *all* students? Are there programs and/or services that need our attention?

- *Resources: Data Profiles, Class Profiles, Infinite Campus, AIM Rubric*

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Step 5: Analyze perception data

Do other data sources align with our perceptions?

For example:

■ Does information from Focus Walks align with our perceptions about standards-based classrooms?

■ Does participation in remediation and extended learning time align with our perceptions about providing extra help for students?

■ Does our class/course data align with our perceptions about equity and access to rigorous curriculum?

Are there discrepancies between "perceived" practice and "actual" practice?

Which of the Georgia School Standards should be a focus in determining actions and strategies? (Use GSS Survey or the Engage ME 10 Concepts of Standards-based Classrooms)

What information are we getting from our community? Perception of "school" from community/parents?

■ *Resources: Data Profiles, Class Profiles , Georgia School Keys Survey, Standards Assessment Inventory, School Needs Assessments, ESOL Surveys, AIM Rubric*

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Georgia School Keys

- Curriculum
- Instruction
- Assessment
- Planning and Organization
- Student, Family, Community Support
- Professional Learning
- Leadership
- School Culture

Step 6: Determine Root Causes

Root causes are:

- underlying causes

- those that can be reasonably identified

- those over which teachers and school leaders have control

- those for which effective actions and strategies can be generated

- Reference AIM Rubric

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Fishbone Diagram

■ The Cause and Effect Diagram or Fishbone Diagram is a graphical tool for identifying the relationship between a problem and its potential causes. One of the most effective ways of constructing such a diagram is to brainstorm potential causes in a team environment. For example, a cause and effect diagram might be used to determine possible causes of low achievement in a student subgroup.

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■ The Fishbone diagram is drawn to resemble the skeleton of a fish, with the issue (problem or process condition) on the right side. The major cause categories are written in the boxes on the left side of Cause and Effect Diagram. Summarize the major causes under the categories.

Subgroups

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Step 7: Pyramid of Interventions

Consider the Forsyth County Schools Pyramid of Interventions and documenting the necessary actions and strategies in the A.I.M. plan.

Develop RTI strategies and actions that includes the following:

- Focus - Determine how students will be identified
- Program – List the research based programs in your school (Consider using the "Inventorying Your School's RTI Resources: A Brainstorming Activity"
- Grouping – Determine how students will be grouped
- Time – Determine time for Tier II
- Assessment – Determine WHO, WHEN, WHERE and HOW for Universal Screening (K-2nd grade), Benchmark Assessments (3rd-8th grade) and Progress Monitoring
- Interventionist – List all the support available (Consider using the "Inventorying Your School's RTI Resources: A Brainstorming Activity")
- Setting – Determine WHEN interventions will be conducted
- Meeting – TIER III - Determine WHO, WHEN, WHERE and HOW your SST will be conducted; TIER II -Determine if your school will use an Instructional Support Team – WHO, WHEN, WHERE and HOW
- Decision Points – Determine when students will be moved to another TIER
- Fidelity – Discuss how fidelity will be monitored
- Roles and Responsibilities – Determine the roles and responsibilities for TIER II.

Educate stakeholders about the Pyramid of Interventions and RTI process to all staff, parents, students

- Discuss WHO, WHEN, WHERE and HOW

- *Resources: FCS Pyramid of Interventions, School-level template*

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Forsyth County Schools
Pyramid of Interventions

Tiers	Interventions
Tier 4: **Individually Designed Teaching and Learning**	**Targeted students are provided following Tier 1, 2, and 3 implementation and evaluation:** •Specialized programs •Adapted content, methodology, or instructional delivery •GPS access / extension
Tier 3: **SST Driven Teaching and Learning**	**Targeted students are provided following Tier 1 and 2 implementation and data collection:** •Individualized assessment, evaluation •Tailored interventions to respond to their needs (reference at-risk interventions) •Frequent, formative assessments based on individual learning goals •Consideration for specially designed instruction only when data indicates a need (e.g. gifted or special education services)
Tier 2: **Needs-Based Teaching and Learning**	**Targeted students participate in instruction that in addition to Tier I:** •Uses established Pre-SST Protocol (collaboration with student, parent, colleagues) •Provides enhanced opportunities for extended learning for remediation and enrichment •Includes more frequent progress monitoring •Addresses developmental needs (cognitive, communication/language, social, behavioral, etc.)
Tier 1: Standards-Based Classroom Teaching and Learning	**All students participate in standards-based instruction that is:** •Differentiated (content, process, and product) •Designed using high leverage strategies and design qualities •Guided by progress monitoring and balanced assessment •Developmentally appropriate (cognitive, communication/language, social, behavioral, etc.) •Supported by collaboration within Professional Learning Communities

Step 8: A.I.M. Action Plan

Complete the following:
- Write annual, measurable goals
- Identify actions, strategies, or interventions that directly relate to the goals
- Identify monitoring of strategies and evidence of impact on student learning
- Communicate the A.I.M. School Improvement Plan to all staff and stakeholders

Utilize the SMART goal philosophy
- Specific and Strategic
- Measurable
- Attainable
- Relevant
- Time Oriented

- **The action plan template was designed to emphasize development of high leverage actions and determination of how the plan will be monitored and evaluated**. It is in the implementation and evaluation phase that school improvement plans falter. To ensure that plans are truly utilized to drive daily practice, the more condensed format will be utilized.

- Reference AIM Rubric

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The Virtues of "Ugly" Plans

- The Learning Leader
- Douglas Reeves

PIM Study
- Planning
- Implementation
- Monitoring

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Forsyth County Schools A.I.M.

School: _____

Principal: _____   *SY2008-2009*

Action Plan		
Goal Statement(s): **Specific academic areas within content and/or subgroup to address:** *Title I – SMART goals are indicated for Title I students. There is a description of provisions made for serving all eligible children, including economically disadvantaged, disabled, migrant, LEP, and homeless. Goals for subgroups are specific. A statement indicates that highly qualified teachers are employed.*		**SMART Goals:** **Specific and Strategic** **Measurable** **Attainable** **Relevant** **Time Oriented**
Actions / Strategies / Interventions *Actions / Strategies / Interventions – Interventions, strategies, and activities for Title I students are described. The description includes grades, subjects to be used, schedule of supplemental instruction and parent involvement. Strategies are included for strengthening parental involvement. The policy, plan, and compact are attached.*	**Monitoring of Interventions (Artifacts)**	**Evidence of Impact (Student Learning Data)** *Evidence includes how the Title I program is monitored for effectiveness and student progress.*

GSS Implementation Resource

- Evidence
- Artifacts
- www.gadoe.org

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Step 9: Professional Learning Plan

Consider the following:

■ How can we best design our learning to support our school improvement goals?

■ How can we design learning for our staff that supports the implementation of the strategies and actions we have outlined?

■ Can we integrate modeling / coaching of expected classroom practices?

■ How can we build structures (e.g. collaborative meetings) that maximize professional learning to be used for monitoring student progress, examining student work, and monitoring implementation of the AIM plan?

■ How can we ensure that the needs of all staff members are met?

Utilize the Designing Professional Learning: A Protocol for Forsyth School Leaders (included) and the School-Based Professional Learning Plan (included)

Title I - Professional Learning Plan – The professional learning plan defines how teachers are more prepared for addressing the needs identified as weaknesses.

Reference AIM Rubric

Quality Learning and Superior Performance for All

Professional Learning Defined

- Professional Learning is the means by which teachers, administrators and other school and system employees acquire, enhance, or refine the knowledge, skills and commitment necessary to create and support high levels of learning for all students.

- Optimal professional learning is standards-based, results-driven, systemic, ongoing, and embedded into the daily routine of educators.

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Designing Professional Learning

Prewriting

✓Capture key reflections about your staff that may help guide you in designing work for them. Identify their readiness and unique abilities and challenges. Reflect on the types of tasks that may speak to the motives they bring to work. What are their learning styles and specific interests?

✓Consider key learning from last year's professional learning plan. What worked best? Which sessions engaged the staff? What content was transferred to classroom practice?

✓Thinking of the key reflections above, which Design Qualities should be emphasized and why?

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Stage 1: Desired Results

- What do you want them to know and be able to do?
- Differentiate Content
  - ☐ Target essential knowledge and skills
  - ☐ Expect all teachers to work at high levels
- Design Qualities
  - ☐ Content and Substance
  - ☐ Organization of Knowledge

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Stage 2: Assessment Evidence

- How do you want them to show you they understand?
- Differentiate Content
  - ☐ Pre-assess staff readiness
  - ☐ Use on-going assessments to chart staff progress
  - ☐ Allow staff options for showing what they know
- Design Qualities
  - ☐ Clear and Compelling Product Standards
  - ☐ Protection From Adverse Consequences
  - ☐ Affirmation of Performance
  - ☐ Choice

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Stage 3: Learning Activities

- How are they going to experience and learn the concepts?
- Differentiate Content
  - Develop a safe and challenging learning environment
  - Focus teacher tasks
  - Adjust instruction to address staff readiness and learning profile
  - Work to eliminate barriers to learning
- Design Qualities
  - Product Focus
  - Affiliation
  - Novelty and Variety
  - Authenticity

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Collaboration Time

- Use the protocol within school teams to revisit, refine, or design professional learning for the 08-09 school year.

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Step 10: Implement and Monitor

The School Improvement Team/Leadership Team should:

- ■ Establish dates and times for school-based team meetings to ensure all teacher teams understand their roles in implementing the school improvement plan.

- ■ Develop and implement a process for monitoring implementation of the school improvement plan that includes creating, adapting, assembling, and organizing all formative assessments for dissemination and discussion with all appropriate groups.

- ■ Document ongoing planning and monitoring or progress toward school improvement goals.

Quality Learning and Superior Performance for All

On a routine basis, ask the following key questions:

- Do all teachers know their limited number of annual improvement goals? What evidence do you have of this?
- When are your monthly improvement meetings scheduled?
- Can every teacher, at any point during the school year, tell you precisely which areas of weakness or subgroups their team is currently concentrating on during their regular team meetings (i.e. based on student work, formative assessments, etc.)?
- What successful strategies have been generated, refined, and learned to promote improvement in the identified area of weakness?

(adapted from Mike Schmoker, Results, ASCD)

Quality Learning and Superior Performance for All

TEAM Learning Log

Targeted Area for Improvement:

Strategy / Solution (provide a brief description of academic intervention / support):

Results (measurable impact of solution):

Team Members:
Date:

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Step 10: Conduct a Summative Evaluation

- Analyze new data to determine if goals were met. Use the template provided to record a summary of actions and a reflection on performance.
- Determine evidence and artifacts that illustrate progress toward goal attainment.
- Reflect on the Georgia School Standards to determine areas of growth and continued focus.

Resources: Implementation Resource Guide

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Forsyth County Schools A.I.M.

School: _____

Principal: _____ *SY2006-2007*

Summative Evaluation of A.I.M.
Action Plan 1: Goal Attainment ____ Met   ____ Did Not Meet
Action Plan 2: Goal Attainment ____ Met   ____ Did Not Meet
Action Plan 3: Goal Attainment ____ Met   ____ Did Not Meet

Quality Learning and Superior Performance for All

School Improvement Webpages

- Data Profiles and School Improvement Plans (connected to school pages as well)
- Plans due September 19th (Friday before Labor Day)
- AIM Planning Page (guidance, templates, ppt)

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Assist Team Feedback

- Please complete the Feedback form as a team prior to leaving today.

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Schools with Greatest Gains in Achievement:

- Embrace holistic accountability
- Include consistent nonfiction writing assessments in every subject
- Use frequent common assessments
- Implement immediate and decisive intervention
- Use data constructively

The Learning Leader, Douglas Reeves

Quality Learning and Superior Performance for All

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We must build organizations where people continuously expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continuously learning together.

~ Peter Senge

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