

“Taking Our SIP Pulse”

ULLC School Improvement Plan Self-Assessment

Directions: Consider the following descriptive statements in relation to your current school improvement plan. Using the five-point scale below, circle the number from “1” (“I am confident this is not true...”) to “5” (“I am confident this is so...”) that you believe most accurately describes the current status of each characteristic.

Be realistic! Do not assess what you would like to see; rather, assess the current state of implementation. The more honest you are about your evaluation, the more valuable this information will be for school growth. Base your responses on the behavior of the majority of your staff, not just one or two individuals.

1	2	3	4	5
I am confident this is <u>not</u> true.	I am pretty certain this is <u>not</u> so.	I am not sure.	I am pretty certain this <u>is</u> so.	I am confident that this is so.

I. Data Capture and Analysis

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|---|---|---|---|---|---|
| 1. All faculty and staff were involved in the analysis of the data at hand. | 1 | 2 | 3 | 4 | 5 |
| 2. The data were presented in graphs, tables and other displays to tell our school’s story. | 1 | 2 | 3 | 4 | 5 |
| 3. The team used the mission statement to frame the analysis of the school’s data. | 1 | 2 | 3 | 4 | 5 |
| 4. The team looked at the data through a variety of lens, e.g. trend data, program effectiveness data, content analysis, etc. | 1 | 2 | 3 | 4 | 5 |
| 5. All staff members were made aware of the performance of NCLB sub-groups in relation to the 2008-2009 targets. | 1 | 2 | 3 | 4 | 5 |
| 6. Plans to modify, add, or delete programs and strategies for 2008-2009 were based on data analysis. | 1 | 2 | 3 | 4 | 5 |

7. Student performance data were used to determine areas of instructional emphasis for 2008-2009. 1 2 3 4 5

8. Student performance data were used to set up remediation/acceleration groups for 2008-2009. 1 2 3 4 5

II. Goal, Strategy, Action Plan Development

9. Strategies and action steps address student achievement in ELA and math and one other AYP indicator. 1 2 3 4 5

10. Action plans address the deficiencies identified in the data analysis. 1 2 3 4 5

11. Action plans address the deficiencies of NCLB sub-groups identified in the data analysis. 1 2 3 4 5

12. Action plans were developed after:

a. Benchmarking successful programs 1 2 3 4 5

b. Researching the area of need 1 2 3 4 5

c. Benchmarking successful teachers 1 2 3 4 5

d. Consulting outside experts 1 2 3 4 5

13. All action plans answer the “so that” question, i.e. are written in terms based on student outcomes and teacher behavior changes in the classroom. 1 2 3 4 5

III. Monitoring and Adjusting

14. Each action plan has a person listed who is responsible for monitoring the implementation of the strategy. 1 2 3 4 5

15. Each action plan lists specifically how the steps will be monitored to ensure the plan is being followed. 1 2 3 4 5

16. Each action step has a timeline listed when progress on the action step will be reported by the person responsible. 1 2 3 4 5

17. Each action step indicates what interim data will be collected to determine if the strategy is working. 1 2 3 4 5

IV. Communicating the Plan

18. The SIT has identified strategies for communicating the plan to the following publics:

a. Internal (Teachers, staff, students) 1 2 3 4 5

B. External (Parents, community-at-large) 1 2 3 4 5