The Nebraska Framework
For School Improvement

A Guide for Schools
And
External Visitation Leaders

Nebraska Department of Education
Updated September 2004
SCHOOL IMPROVEMENT

A systematic process

Involving all staff

To improve learning opportunities

And to improve learning

For all students
# Table of Contents

Introduction ............................................................................................................................................ i

**PART I: PLANNING FOR SCHOOL IMPROVEMENT**

School Improvement Planning Model ............................................................................................... 2
Thinking About School Improvement ............................................................................................... 3
Accreditation Requirements for School Improvement ................................................................. 4
Definition of Terms .......................................................................................................................... 6
Aligning Curriculum and Instruction to Support School Improvement ........................................ 7
Managing the School Improvement Process ................................................................................ 9
Using The School Improvement Rubric ......................................................................................... 19

**PART II: DESIGNING AND IMPLEMENTING SCHOOL IMPROVEMENT PLANS**

Phases of School Improvement ........................................................................................................... 12
Phase I: Preplan the School Improvement Cycle ......................................................................... 14
Phase II: Gather and Analyze Information .................................................................................... 18
Phase III: Select Target Area Goals ............................................................................................... 25
Phase IV: Prepare an Action Plan ................................................................................................... 30
Phase V: Implement the Action Plan ............................................................................................. 33
Phase VI: Review and Update the Plan ......................................................................................... 36

**PART III: HOSTING AND CONDUCTING THE EXTERNAL TEAM VISIT**

Advice for Schools and External Leaders .................................................................................... 39
Responsibilities of External Team Leaders .................................................................................. 40
Planning External Team Visits ....................................................................................................... 40
Conducting the Visit ....................................................................................................................... 45
Preparing the Visit Report ............................................................................................................ 45
Contents of the External Team Report ......................................................................................... 46

**PART IV: APPENDIX**

Appendix A Sample Timeline ............................................................................................................. 49
Appendix B Selecting Improvement Strategies ................................................................................ 50
Appendix C Sample Action Plan ...................................................................................................... 51
Appendix D External Team Worksheet ............................................................................................. 53
Appendix E Sample Agenda for External Team Visit .................................................................... 54
Appendix F Sample External Report Form for School Goals ........................................................ 56
Appendix G Minimum Requirements for External Team Visits ..................................................... 58
Appendix H Five-Year External Visit Schedule ............................................................................. 60
INTRODUCTION

As school leaders have grown increasingly knowledgeable and skillful in guiding school improvement processes across Nebraska, so too has the advice regarding that process evolved. This edition of the Nebraska Framework for School Improvement is further evidence of the continuing refinement of what we have learned about school improvement. The basics remain the same: focus on student learning; base decisions on careful data gathering and analysis; establish measurable and significant goals. This issue is intended to assist everyone—steering committee members, school administrators, and external team leaders—to approach their tasks with confidence. Your comments regarding future issues are welcome.
THE NEBRASKA FRAMEWORK FOR SCHOOL IMPROVEMENT

PART I:

PLANNING FOR SCHOOL IMPROVEMENT
SCHOOL IMPROVEMENT PLANNING MODEL

Data Collection and Analysis

Inform

Learning

Organizational Development

Management

Data Collection, Analysis and Evaluation

Informs
THINKING ABOUT SCHOOL IMPROVEMENT

MOTIVATION FOR CHANGE

Formal involvement in and documentation of school improvement have been requirements of school accreditation for over a quarter of a century. In some form or other, the process consisted of a local self-study, a visit and recommendations by an external team, and the implementation and subsequent reporting of the success of the school improvement plan. Since those early years when it was first begun, much has been learned about the school improvement process, about the qualities and characteristics of effective schools, and about the impact of the change process within all types of institutions, including schools.

To some extent schools have always changed. As governmental entities, they have responded to political, economic, and societal forces; and they will continue to respond to these stimuli. School improvement as discussed here is not, however, the reactive kind that relies upon outside motivation. Rather, school improvement as discussed here and practiced in Nebraska schools is inwardly motivated. It grows from an honest, data-based analysis of student performance and needs. Schools must institutionalize the process of change. They must insure, however, that change is never done simply for its own sake, but rather it is done systematically and thoughtfully, in light of carefully selected improvement goals that have a positive impact on student learning. Continuous models of school improvement such as the one presented in this publication can guide that process of change.

SCHOOL IMPROVEMENT – STUDENT IMPROVEMENT

It is important to note that School Improvement really means Student Improvement. Many early efforts at self-study and strategic planning resulted in improvement plans that intended primarily or solely to upgrade facilities or to provide additional resources. We have come to realize that new buildings and textbooks do not transfer automatically into improved student performance. A focus on student performance does not mean that improvement plans cannot address resources, or “inputs,” but that student performance should be the primary focus. Often, the plan may address resources in the strategy section of the action plan. If, for example, one goal aims to improve students’ use of technology, one reasonable strategy to support that goal would be to provide adequate technology resources—hardware, software, etc.—on which students may practice. When the school determines the success in achieving the goal, however, it cannot assume students’ skills have improved simply because each classroom now has a computer. At a minimum, the Improvement Plan will have at least one goal that is clearly centered on the improvement of student performance.
ACCREDITING AGENCY REQUIREMENTS

School improvement is an accreditation requirement of both the Nebraska Department of Education and of the North Central Association Commission (NCA) on Accreditation and School Improvement. The models and processes recommended by each agency share many of the same features. However, there are some additional specific procedures expected of NCA accredited schools intended to focus on and increase likelihood of improved learning. This guide will address the process designed primarily for those districts and schools that are meeting the Nebraska accreditation requirements. Steering committee chairs and external leaders in NCA accredited schools should also review guides to the NCA process. To obtain copies contact the Nebraska State Office of the North Central Association Commission on Accreditation and School Improvement. (Phone: 402/471-0955 or see: http://www.nde.state.ne.us/NCA/NCA.html)

NEBRASKA ACCREDITATION REQUIREMENTS

Rule 10, Regulations and Procedures for the Accreditation of Schools, includes the following school improvement requirements:

009 School Improvement.

009.01 Quality Indicator: A systematic on-going process guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals.

009.01A The school system develops and implements a school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability. In public schools, the process incorporates multicultural education as described in 004.01G. In all school systems, the school improvement process includes the following activities at least once within each five years.

009.01A1 Review and update of a mission or vision statement.
009.01A2 Collection and analysis of data about student performance, demographics, learning climate, and former high school students.

009.01A3 Selection of improvement goals. At least one goal is directed toward improving student performance.

009.01A4 Development and implementation of a plan which includes procedures, strategies, or actions to achieve goals.

009.01A5 Evaluation of progress toward improvement goals.

009.01B The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the written recommendations is provided to the Department. The external team visits are conducted at least once each five years.
District Improvement Plan – A written improvement plan providing learning goals and action plans to be addressed by all schools in the district. This may include overarching goals that are applicable to all schools in the district or it may be identical to the school building action plans.

School Improvement Process – A five-year process designed and implemented by each attendance center to improve student learning and learning opportunities. The process addresses and includes the phases of school improvement described in the Nebraska Framework for school improvement. (Preplanning, Gathering and Analyzing Information, Selecting Goals, Preparing and Implementing Action Plans, Reviewing and Updating Plans.) When appropriate, building plans may be identical to district plans.

Action Plan – The specific plan, developed as a part of the school improvement process, for achieving each local goal for improving learning. The plan is usually on a template that shows the strategies, timeline, related staff development, etc. for achieving each goal.

Staff Action Plans – Individual plans developed by school staff members to support and carry out school improvement plans.
ALIGNING CURRICULUM AND INSTRUCTION TO SUPPORT SCHOOL IMPROVEMENT

In some districts the same people will assume responsibilities for more than one of these areas. The size of the district will impart committee organization, but regardless of district size, these foundation components are important resources to quality school improvement. The following provides recommendations for school leaders in developing and maintaining the instructional framework to support a K-12 continuous school improvement process.

CURRICULUM DEVELOPMENT

The instructional program should be based on an agreed-upon written curriculum for all subjects in all grades. This should guide teachers in instructional planning and help assure that the district’s curriculum is comprehensive, up-to-date, and aligned across content areas. The following steps will guide in curriculum development:

- Identify chairpersons for curriculum committees to serve as leaders within their committees as well as communicators with other committees.

- Hold curriculum committee meetings periodically during the school year to oversee and coordinate long-range curriculum review schedules, develop and further clarify standards and local expectations, review curriculum draft materials, assure alignment with standards, encourage integration in the curriculum content, and help monitor progress on local improvement goals.

- Involve all staff members routinely in discussion of their respective curriculum areas. This will serve as a source of information for staff in the overall K-12 school improvement process. As curriculum ownership is built among and across staff, school improvement goals, common to all staff, can become a focused priority.

ASSESSMENT PLANNING AND DEVELOPMENT

The local assessment plan should guide the school in developing and implementing assessment processes. School leaders should establish an assessment to coordinate to assessment implementation by all staff and help staff develop assessment literacy and gain skill in the use of data for guiding instruction.

PROFESSIONAL DEVELOPMENT

Schools may have a professional development coordinating committee or this responsibility may be incorporated into the function of other local committees. However, it is crucial that professional development be connected with the school improvement process. This will include whole staff activities, local learning teams, individual work, and other related activities.
ALIGNING SCHOOL IMPROVEMENT EFFORTS

Since many local, state, and federal initiatives are intended to improve student achievement, the School Improvement Steering Committee can be the group to integration all the improvement activities and assure they are mutually supportive. This includes incorporating the Nebraska Department of Education procedures for Improving Learning for Children with Disabilities (ILCD), the specifications for technology plans, and other state and federal program grants and procedures into the local school improvement process and action plans.
MANAGING THE SCHOOL IMPROVEMENT PROCESS

The district administrative team and an appointed School Improvement Steering Committee have primary responsibility for organizing, coordinating, leading, and monitoring the school improvement process. This includes:

1. Establishing and communicating timelines
2. Appointing committee members
3. Providing or coordinating training involving all staff
4. Providing needed guidance in carrying out plans and duties.
5. Guiding, leading, informing and inspiring all staff in carrying out quality school improvement to meet local needs and priorities for improving student learning.

The Steering Committee is typically the group that also plans for alignment of improvement planning with other local, state, and federal initiatives intended to address improved student learning and improved opportunities for learning.

USING THE SCHOOL IMPROVEMENT RUBRIC

Rubrics have become effective teaching and learning tools. The School Improvement Rubric included in this guide is to be used by local committees for self-evaluation. All of us want to know how we are doing, and we seek reassurance that we are performing well or are at least on the right track. Using the rubric as a self-check can help answer such questions. Doing so also can assist in designing and carrying out the process by helping to clarify the characteristics of successful school improvement processes. The ultimate success is determined, of course, by the degree to which student learning and/or performance improves as a result of the Action Plan. The School Improvement Rubric is offered in the sections of this guide as a tool that schools may employ to help achieve that success.
NEBRASKA FRAMEWORK FOR SCHOOL IMPROVEMENT

PART II

DESIGNING AND IMPLEMENTING SCHOOL IMPROVEMENT PLANS
THE PHASES OF SCHOOL IMPROVEMENT

It is convenient to regard the school improvement process as one proceeding in a series of phases. Not only does doing so help focus and categorize related activities, but it also provides a way to mark progress and a frame to guide the construction of a time line. Remember, however, that the process is really not as linear as the following discussion of the phases may suggest. If it becomes apparent, for example, that a strategy is not producing the expected results, the time to make adjustments is now, not two or three years later when the school is engaged in the next cycle of school improvement.
PHASES OF SCHOOL IMPROVEMENT

I. Preplan the School Improvement Cycle (Year One)
   Key Events:
   - Organize committee structure
   - Write/Update Mission Statement
   - Develop Time Line

II. Gather and Analyze Information (Year One)
   Key Events:
   - Develop the school/student profile
   - Triangulate data
   - Analyze data and write a statement of analysis
   - Connect School Improvement and Nebraska standards and assessment

III. Select Target Area Goals (Year One)
    Key Events:
    - Select goals (Based on data)
    - Determine evidence of success

IV. Prepare an Action Plan (Year One)
    Key Events:
    - Review/update knowledge base of effective strategies
    - Arrange/provide staff development
    - Write the Action Plan
    - Include baseline data

V. Implement the Action Plan (Years Two, Three, Four)
   Key Events:
   - Implement strategies
   - Monitor progress

VI. Review and Update the Plan (Year Five)
    Key Events:
    - Determine success in goal attainment
    - Prepare report of results (Include past data)
# PHASE I: COMMITMENT, PLANNING, ORGANIZATION

<table>
<thead>
<tr>
<th></th>
<th>Ineffective (1)*</th>
<th>Effective (3)*</th>
<th>Most Effective (5)*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness</strong></td>
<td>Few staff members display knowledge and understanding of the school improvement process (SIP)</td>
<td>Many staff members know about the purpose and procedures of the SIP.</td>
<td>All or nearly all staff members know and understand the purpose and procedures of the SIP.</td>
<td></td>
</tr>
<tr>
<td><strong>Commitment</strong></td>
<td>Few staff members support the school improvement process.</td>
<td>Many staff members support the school improvement process.</td>
<td>All or nearly all staff support the school improvement process.</td>
<td></td>
</tr>
<tr>
<td><strong>Roles and Responsibilities</strong></td>
<td>Few staff understand or support the leadership structure of the school improvement process.</td>
<td>Many staff understand and support the leadership structure of the school improvement process.</td>
<td>All or nearly all staff understand and support the leadership structure of the school improvement process.</td>
<td></td>
</tr>
<tr>
<td><strong>Committee Composition</strong></td>
<td>Membership of steering committee lacks rationale for selection, is not representative of all groups, or consists of volunteers only.</td>
<td>Steering committee membership is representative of staff and administration.</td>
<td>All groups are represented in the committee structure, including (when appropriate) community and student body.</td>
<td></td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>The timeline identifies only the end of the 5-year cycle and the external team visit.</td>
<td>The timeline also identifies dates for significant events and activities of the SIP.</td>
<td>The timeline identifies specific dates for completion of each phase or activity.</td>
<td></td>
</tr>
<tr>
<td><strong>Mission Statement Development</strong></td>
<td>Few staff members and no community members participate in the development of the mission statement.</td>
<td>Many staff members and some community members participate in the development of the mission statement.</td>
<td>All staff members and many community members participate in the development of the mission statement.</td>
<td></td>
</tr>
<tr>
<td><strong>Mission Statement</strong></td>
<td>The mission statement is lengthy, jargon-filled, and apparently unconnected to decision-making.</td>
<td>The mission statement is clear and direct, but its connection to decision making is not always apparent</td>
<td>The mission statement is memorable and provides a rationale for many of the decisions in the improvement process</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Steering committee meets irregularly and exerts little or no control over process</td>
<td>Steering committee meets on a regular schedule and reports progress to administration.</td>
<td>Steering committee meets on a regular schedule, coordinates and monitors improvement activities, and keeps all staff members informed.</td>
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</table>

*Numbers are relevant to each row, but are not intended to be averaged for an overall score for the improvement process. They may be used for self-analysis as a staff looks for progress over time in the sophistication and effectiveness of the process.*
PHASE I:
PREPLAN THE SCHOOL IMPROVEMENT CYCLE

WHAT AND WHY:

The first phase of the school improvement process sets the stage for effective school improvement activities over the next three to five years. It includes preliminary organization of the process, developing a mission, and building commitment to school improvement.

WHO IS RESPONSIBLE FOR PREPLANNING: Head administrator or leadership team

TIME NEEDED: One semester or less.

WHAT HAPPENS:

The following steps are important in preplanning for a successful school improvement process.

1. The Steering Committee is selected
2. The Time Line is developed
3. Staff members, board, and others learn about the process
4. The Mission Statement is updated
Step 1: The Steering Committee is Selected

The role of the Steering Committee (other titles for this group include Leadership Team or School Improvement Team) is central to the process because this group organizes and coordinates all activities. A minimum of five members is recommended. Districts with multiple buildings may have a larger Steering Committee. The Committee should include elementary and secondary representatives as well as teachers and administrator representation. The Committee is selected by the school administrative team.

Step 2: The Time Line is Developed

An overall time line will guide the school improvement process and help staff and community understand the flow of the entire process. The Steering Committee is responsible for establishing the time line and for providing it to all school staff, committee members, and the School Board. Although the process is continuous, the cycles within the process should have endpoints, and phases within the cycle should also have closure. Everyone needs to know the plan for the current cycle, and the time line outlines that plan. An example is provided in Appendix A.

Step 3: Staff, Board Members and Others Learn About the Process and Become Involved

The staff and Board should be provided information about school improvement including:

- The purpose
- The steps of the process and what they involve
- The relationship to standards, assessment, staff development, and accountability
- The time needed to complete the process
- The role and importance of all participants

School improvement is the concern of everybody, and this certainly includes the Board of Education. Board members should see school improvement as a vital part of their responsibilities and seek active involvement. The National School Boards Association’s Key Work of School Boards highlights the need for boards to work collaboratively with staff and the entire community to put student achievement at the center of what they do. This redefinition of the local board’s role is consistent with Nebraska’s school improvement processes and reinforces the state’s tenet that informed and committed leadership is essential to the improvement of student learning. (See page 16)

The Nebraska Association of School Boards has adapted pertinent elements of the National School Board Association’s philosophy to clarify the responsibility of the local board of education in the development and adoption of the district’s school improvement plan, standards for student performance, and local assessment plan.

Step 4: The Mission Statement is Updated

This step should be led by the Steering Committee. Effective school improvement is based on a vision of what the educational program should be, what students should be learning, and how they best learn it. While everyone involved in the educational enterprise of the community may tacitly agree about the unspoken mission of the schools, it is wise to check periodically to determine that all parties really do agree, and a good way to do this is to formally adopt a Mission Statement. The first phase of the School Improvement cycle is a
logical time to do this. It need not be a lengthy, drawn-out process, but it should provide an opportunity for the school and community to review the current mission statement (and accompanying beliefs, if such have been framed) and consider changes. The review of the Mission Statement can serve a symbolic purpose as the kick-off activity of the next improvement cycle and also provides an opportunity for the school board to exercise leadership and involvement. The review and revision of the mission can bring many people together for an evening or two to discuss their dreams for their children and to chart a broad course for their education.

<table>
<thead>
<tr>
<th>NATIONAL ASSOCIATION OF SCHOOL BOARDS</th>
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<tr>
<td><strong>KEY ACTIONS OF BOARDS</strong></td>
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<tr>
<td>• Participate with staff, students and the community in the initial development and the periodic review of the district’s vision of student achievement.</td>
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<tr>
<td>• Adopt:</td>
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<tr>
<td>1) Clear standards for student performance which deal with what students should know and be able to do at key points in their school career;</td>
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<td>2) An assessment process which is explicitly tied to the standards and uses multiple, ongoing strategies to measure student success at regular intervals; and</td>
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<tr>
<td>3) The goals developed by staff and community to improve student learning.</td>
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<td>• Ensure that the adopted standards, assessments and goals for student performance are widely and thoroughly explained to the community.</td>
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<td>• Ensure that the board’s policies and the district’s budget promote and support the standards, assessments and the goals.</td>
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<tr>
<td>• Require frequent reports on the progress of the goals.</td>
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<tr>
<td>• Review on a regular basis both summary and disaggregated data on student achievement.</td>
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<tr>
<td>• Ensure that the school improvement plan is periodically adjusted based on the assessment data and community input.</td>
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<tr>
<td>Ineffective (1)*</td>
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<td>------------------</td>
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<tr>
<td><strong>Community Data</strong></td>
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<tr>
<td><strong>Student Demographic Data</strong></td>
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<td><strong>Student Performance Data</strong></td>
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<td><strong>Data Collection and Reporting Process</strong></td>
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<tr>
<td><strong>Data Display</strong></td>
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<tr>
<td><strong>Use of Data for Decision-making</strong></td>
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PHASE II
GATHER AND ANALYZE INFORMATION

WHAT AND WHY:

The success of school improvement lies in the purposeful collection, analysis, and reporting of relevant data. The data is presented in the School Profile, which usually includes information about student performance and demographics, instructional programs and practices, curriculum, and relevant community information. Analysis of the data is aided appreciably through the use of graphs, charts, and summaries.

The incorporation of multicultural education in the school improvement process—as required by Rule 10, Regulations and Procedures for the Accreditation of Schools—is addressed in this phase. The careful disaggregation and analysis of data may point to equity concerns; that is, to sub-groups of students who appear not to be sharing equitably in learning and progress.

At the end of this phase, a short list of target areas with accompanying data summary and analysis will be ready for consideration by the Steering committee or staff as a whole. A target area is typically a word or phrase: reading, written communication, respect for others, etc.

WHO IS RESPONSIBLE: The Steering Committee or Data committee appointed for the purpose.

TIME NEEDED: One semester

PURPOSE FOR DATA COLLECTION:

The primary purpose of data collection is to determine current levels of student performance. Analysis of that data should lead to the selection of target areas and then to target area goals; that is, areas of low performance may indicate areas of need, and if that indication is verified by other data, goals are chosen to improve performance in the areas of need. Additionally, current levels of performance serve as baseline data against which post- (after implementation of the action plan) performance is measured to determine if goals have been attained. This, very simply, is what student-focused school improvement is all about.
WHAT KINDS OF INFORMATION SHOULD BE GATHERED?

Information which ties most directly to student performance is of most value. The goal in gathering data is not to produce a compendium of all the information that can be amassed, but to purposefully seek that data which will be pertinent to the identification of goals and the construction of an action plan. The following should guide the Data Committee in selecting appropriate information for the school profile.

Student Performance Data

Student performance data consists primarily of information regarding students’ academic performances as indicated by results of assessment and evaluation. Schools already administer a number of performance assessments as part of the Nebraska School-based Teacher-led Assessment and Reporting System (STARS). The challenge in developing the student profile is not in finding the information but in arraying it in ways that support analysis.

Student Demographic Data

The demographic data can include numbers of students at each grade level, longitudinal enrollment trends, the number of males and females, current numbers and trend data of minority students, special education and Title I membership, etc. Demographic data can also include participation information, such as enrollment patterns in elective programs and participation in extracurricular activities. The school might wish to determine what percentage of students takes the core recommended by ACT, for example, or enroll in advanced and vocational classes. How many students take the “full load” as compared with those with two study halls each day? How do the performance patterns of those groups compare? Graduation rates may be included in student demographic data or in the instructional program section, but they need to be examined, as do attendance patterns, failure rates, discipline referrals and honor roll membership.

Perceptual Data

Teachers’ perceptions, or their sense of what is going well and what needs more attention, provide valuable data for the school profile. What if many teachers say, “Kids are not writing very well”. Chances are very good that the teachers are correct. To use those perceptions as data for informing, decisions or measuring progress, the Steering Committee needs to quantify them—perhaps through a staff survey that will yield a rating score representing teachers’ estimates of students’ writing skills. That score can then be used as baseline data against which later survey results can be compared. By itself, an attitude survey of this sort is a rather shaky foundation on which to build an action plan, but if it is combined with other sources of data that support its conclusions, it contributes to a case for selecting a target area and designing an action plan.

Instructional Program Information

The school profile may also include information about instructional practices and patterns, organization, curricular and co-curricular programs, equity, safety, staffing, etc. Among data a school might gather in this category are the following:
• Instructional practice information—whole group/small group, individual/team, frequency of and purposes of writing, provision of study time in class, etc.

• Teacher professional preparation, experience, assignment patterns (number of periods per day, number of separate preparations, activity responsibilities), turnover rates, etc.

• Curriculum Information—What courses are offered and how many students are enrolled in the courses, are curriculum guides and standards aligned and current?

Community Information
Community information which relates to the performance and welfare of children and youth, including community resources, may be an added source of knowledge. For example, the degree to which businesses employ students part-time during the school year may be related to performance (the relationship could be tested through research). The general level of community support for the school may be indicated by a number of factors such as the following:

• Participation (Attendance at school events (athletic and non-athletic), participation in parent/teacher conferences, survey results provided by the school regarding the programs

• Community resources for children (day care, preschool programs, latch key programs)

• Demographics (Population trends and projections, Age patterns (0-5, 6-11, 12-18...60+), Subgroups, e.g., ESL, transient, etc.

The community information sometimes yields little information that translates directly into the school improvement process, but it merits attention in examining issues and needs.

HOW SHOULD THE DATA BE ORGANIZED?

Data should be organized in charts and graphs to help draw out the meaning. Each chart or graph should include a narrative statement, developed by the data committee, or by other staff, indicating the change in student performance, if any, for the time encompassed. For example, a statement might indicate something like: “This graph shows that student performance in reading comprehension improved slightly between 1999 and 2002. Be sure that all charts and graphs are clearly labeled to show content area, grade levels, dates, type or name of assessment and any other significant information.

ANALYZING DATA – WHAT DOES THE DATA TELL US?

Trend Data
The trend data over several years will usually be more useful than scores from one year. This is especially true in small schools. As a general rule, if there are fewer than ten students in a class, valid conclusions cannot be drawn. In such cases, the school must
develop longitudinal data by examining performance over a span of years. Trend data should help all schools identify target areas that may be considered for further study.

**Triangulation Of Data—What And Why**

Not only should previous years’ results be examined, but also other indicators need to be studied. Standardized scores are usually insufficient in and of themselves unless care has been taken to insure that the test and the local curriculum match. The most readily available source of data is the district’s criterion-referenced assessment program. While a Steering Committee may be tempted to select a goal in an area of need identified by test scores alone, it is prudent to seek further confirmation.

The term *triangulation* is frequently used in this context because it is a method for locating something with precision. For example, lucky fishermen on a strange lake without such modern conveniences as depth finders and global positioning satellite equipment might use less precise methods for locating their position so they can return to a “hot spot”. They might scan the shoreline and extend their arms to align themselves with objects seen there—a rock, a point of land, a tree, or a building. They are using a crude form of triangulation to help them return to the same location at another time. When the Steering Committee examines and compares various test results, then compares teachers’ grades and perhaps uses a student survey to check students’ beliefs or attitudes about a subject, a metaphorical form of triangulation is being employed. Additionally, “pre-data” is being compiled against which “post-data” can be compared. Triangulation may be used as a follow-up, or confirming, activity. If examination of test scores indicates that reading should perhaps be a target area, the Steering Committee will probably want to examine other data either to simply confirm the initial finding or to narrow its scope to something a bit more specific such as word attack skills or comprehension.

**DISAGGREGATION OF DATA – WHAT AND WHY**

To be truly useful, data needs to be disaggregated (sorted by sub-group). While a mean score at the 64th percentile on the 4th grade science test would be considered commendable, the Steering Committee knows that not all the 4th graders scored at that level; some scored higher, some lower. Through identifying those who scored significantly below the mean and analyzing their similarities, the Data Committee may identify a sub-group of students who are not benefiting equitably from the science program. As a starting point, data may be disaggregated by categories such as the following:

- Race
- Gender
- Students new to the district (mobility)
- Low socio-economic status
- English language learners
- Racial or ethnic minorities
- Students with special needs
More often, however, disaggregation begins by identifying low-achievers and what factors they share in common. Other categories may be added as the Steering Committee decides: preschool enrollment, place of residence, computer in the home, etc.

The disaggregated data should help determine appropriate strategies in an action plan. Once a group that is performing significantly below the norm has been identified, the Steering Committee must decide how to include that sub-group in the Action Plan. Before the Committee builds a plan to improve the reading skills of students new to the district, however, remember that goals are to be significant, and that part of the significance of a goal is determined by whether it applies to all or only some students. Although all students are to benefit from the pursuit of such a goal, they will not necessarily experience the same learning activities (after all, if they all learned equally well, disaggregation would not have identified the subgroup). In other words, disaggregated groups are accommodated through differentiation of the Action Plan, not through goals written specifically for them.

INCORPORATING MULTICULTURAL EDUCATION – WHY AND HOW

Public school districts are required in Rule 10 (accreditation) to incorporate multicultural education in the school improvement process, and in this phase of the process the district can begin to address this requirement. Multicultural concerns can be addressed in many ways, but should always address a concern for equity. For example data analysis can include a study of enrollment patterns. Do these patterns suggest that disproportionate numbers of racial or ethnic minorities tend to be concentrated in certain classes or areas? Equity also includes concern for achievement. Are all students benefiting equitably? When class rankings, honor roll membership, ACT scores, and other indicators are examined through disaggregation, are some groups notable by their absence? Disaggregation of data is a necessary component of the multicultural program. Disaggregation allows a staff to see beneath the surface. If a dropout rate of less than 2 percent includes over 30 percent of a sub-group of students, what appears on the surface to be strength may actually be a concern. This analysis and identification of needs should assist staff members in selecting and including Action Plan strategies and activities to meet the needs of all students.

HOW TO PREPARE A STATEMENT OF ANALYSIS

When all the information is collected and all the graphs and tables containing it have been printed, something else remains: a statement of analysis. The Steering committee or a sub-committee appointed for the purposes of data gathering and analysis needs to summarize the data and to draw conclusions. Even if the data seem to point clearly to a conclusion, that conclusion must be stated clearly in writing. That statement becomes the rationale for designating target areas, for selecting target area goals, and for the design and implementation of the action plan. It should not be assumed that the data say the same thing to everybody, nor should community members, board members, and external team members be expected to provide their own analyses. The statement need not be long or detailed. Rather, it should consist of brief one- or two-sentence summaries of pertinent data and a conclusion.
IDENTIFYING TARGET AREAS

The Statements of Analysis should result in a list of potential target areas, which are, again, areas of need or areas in which student performance needs to improve. Target areas are typically words or phrases, such as respect for self and others, mathematics computational skills, or reading comprehension. These areas will be converted to Target Area Goals in the next phase.
### PHASE III: TARGET AREA GOALS

<table>
<thead>
<tr>
<th></th>
<th>Ineffective (1)*</th>
<th>Effective (3)*</th>
<th>Most Effective (5)*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Data in Goal Selection</strong></td>
<td>The school makes no connections between the school profile and the goals selected.</td>
<td>The school makes connections between profile data and each goal, although the connection may be implied rather than expressed.</td>
<td>The school makes clear, logical, and expressed connections between data in the school profile and the goals selected.</td>
<td></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>No goals focus on student performance, and goals are unrelated to the mission statement.</td>
<td>At least one goal focuses on student performance and is at least broadly supportive of the school’s mission.</td>
<td>All performance goals clearly focus on student performance and support the mission statement.</td>
<td></td>
</tr>
<tr>
<td><strong>Scope and Impact</strong></td>
<td>Performance goals refer to some, not all students, and/or their achievement would do little to improve learning and performance for most students.</td>
<td>Performance goals refer to all students, and their achievement would positively affect learning for many students.</td>
<td>Performance goals clearly refer to all students, and their achievement would significantly improve learning and performance for all students.</td>
<td></td>
</tr>
<tr>
<td><strong>Measurability</strong></td>
<td>The school cannot determine goal achievement because the goals rest on “soft” data such as teacher opinion, because only one measure of student performance provides the rationale, or because baseline levels of performance have not been established.</td>
<td>The school can determine goal achievement because most goals are measurable and rest on multiple sources of data that serve as baseline levels.</td>
<td>The school can clearly determine goal achievement because baseline levels of student performance from at least three sources support all student performance goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Goal Statements</strong></td>
<td>Goal statements lack a growth verb, are jargon-filled, or are ambiguous.</td>
<td>Goal statements contain a growth verb, are clearly worded and unambiguous.</td>
<td>Goal statements are clear to all readers, and staff understands the intent or “essence” of each goal.</td>
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</tr>
</tbody>
</table>
PHASE III:
SELECT TARGET AREA GOALS

WHAT AND WHY:
The Steering Committee or staff as a whole reviews the target areas, data, and supporting rationale developed in Phase II and adopts target area goals, and determines how success will be determined. If sufficient baseline data has not obtained in Phase II, it must be gathered at this point. During this phase, the Steering Committee or the staff as a whole reviews all the conclusions drawn from Phase II and recommends goals for learning improvement.

WHO IS RESPONSIBLE: The Steering Committee or designated subcommittee(s), with involvement of all staff.

TIME NEEDED: Usually a few weeks.

SELECTING GOALS:
The Steering Committee must remember that the goals that are selected will be the focus of school improvement activity for some time, so it must proceed carefully and purposefully. Therefore, the goals should be significant; that is, each should be worthy of the investment of time, energy, and financial resources in terms of the impact it is to have on students and the depth of need for improvement.

HOW MANY GOALS?
The number of goals will depend upon the nature of the goals. If they are significant; that is, if they relate directly to improving learning, and if they involve all or a significant share of the teaching staff, two to three goals may be selected. If the goals are somewhat narrower and involve specific subgroups of the faculty or specific buildings, a longer list may be appropriate. Remember that the process is continuous, so every problem need not be addressed at once. There will be a time for other target areas in subsequent cycles.
TYPES OF GOALS

The school improvement plan may include the following types of goals:

Improvement of Student Learning

These are goals intended to increase student achievement. At least one of the goals, and preferably more, should be student learning-centered. These goals should begin with “All students” and will be written in the active voice.

For example:

- All students will improve reading skills.
- All students will increase knowledge about and skills in using computer technology.

The Steering Committee should guard against such goals as the following, in which students are passive recipients rather than active participants:

- Students will be provided a broad curriculum so they may prepare for successful adult careers.

Such goals are usually too vague for focusing improvement strategies. (Such language may more appropriately fit in the district’s mission statement.)

Improvement of Learning Opportunities

These are goals which improve or increase the opportunities or potential for improved learning. They are often goals for adults in the school. These would include:

- Organizational development goals (such as to update curriculum, improve the climate, etc.)
- Management goals (such as to improve the facilities, expand communication procedures, etc.)

CHARACTERISTICS OF WELL-WRITTEN GOALS

Goals Focused on Improving Student Learning . . .

- Are stated in a complete sentence with Students as the subject
- Are written in active voice with a verb such as will increase or will improve
- Are free from educational jargon and are unambiguous
- Are measurable, but do not identify the measures to be used nor the expected level of change in the goal itself
- Do not contain the strategies to be used to attain the goal
Target Area Goals Focused or Improving Student Opportunities...

- Are related at least indirectly to improving student learning
- Are free from educational jargon and are unambiguous
- May include target date for completion
- May identify those responsible for implementing action, e.g., All teachers, Administration, etc.

DEFINING THE “ESSENCE” OF A GOAL

Determining evidence of success often depends upon defining the essence, (or meaning or intent of the goal). For example, if a goal targets student responsibility, care must be taken to insure that everyone agrees on the meaning of the term. To some, it may mean that students remain obedient and attentive in class. To others it may be embodied in homework completion. While it is true that such affective goals are probably subject to wider interpretations than are cognitive ones, some care needs to be taken to assure that the intended improvement for all goals is clear to all staff. Therefore, staff and committee discussion time should be provided to help all staff discuss, clarify, and agree upon the language of the goals.

EVIDENCE OF SUCCESS

When the school staff adopts a goal, they also must decide what success will look like, what will constitute evidence of change, or goal attainment. If care has been taken in building the student profile, baseline performance data will have been collected and arranged in understandable formats. Representative staff members or a designated committee should provide a description of the change or improvement expected for each goal. This statement should be included in the action plan template for each goal and will guide all staff as they work toward achievement of the goal.

The Goals Summary

The board, the community, and the external team must also be assured of the need for the goals. To this end, then, a written summary of this phase may be prepared.

The summary should be divided into sections—one for each goal. Each section should begin with the goal statement and should present, in summary form, the data that led to the selection of the goal. (The summaries used in the Statement of Analysis may be repeated here.) The documentation should also include a statement of the conclusions the Steering Committee has drawn from the data. Finally, a description of how success will be determined will complete the summary. This summary should be provided to staff, board members, and other interested persons.
# PHASE IV: THE ACTION PLAN

<table>
<thead>
<tr>
<th></th>
<th>Ineffective (1)*</th>
<th>Effective (3)*</th>
<th>Most Effective (5)*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Involvement</strong></td>
<td>Few staff members participate in preparing or are aware of the action plan.</td>
<td>Many staff members participate in developing the action plan or are informed of progress</td>
<td>All staff participate in or are regularly informed about the development of the action plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Selection of Improvement Strategies</strong></td>
<td>Strategies are based on suggestions of a few staff members.</td>
<td>Strategies are selected based on thoughtful review or study of resource materials, workshop participation, local learning teams, etc.</td>
<td>All or representative staff review or study potential improvement strategies and participate in selecting those with most potential for improving student learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategies/Interventions</strong></td>
<td>Few strategies align with goals or are differentiated to meet specific needs of subgroups.</td>
<td>All strategies align with the general intent of the goal, and some are differentiated to meet specific needs of identified subgroups.</td>
<td>All strategies align with the goal and are tailored to the specific needs of identified subgroups.</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>The action plan does not clearly identify needed resources or align them with goals.</td>
<td>The action plan identifies needed resources and aligns them with most goals in the initial years of the improvement cycle.</td>
<td>The action plan identifies and aligns specific resources with each goal throughout the improvement cycle.</td>
<td></td>
</tr>
<tr>
<td><strong>Responsibilities</strong></td>
<td>The action plan assigns no responsibilities or authority to use allocated resources.</td>
<td>The action plan assigns responsibilities and authority to groups of staff members.</td>
<td>The action plan clearly assigns responsibilities, expectations and authority among individuals and groups.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Development</strong></td>
<td>The action plan includes limited staff development; staff members are expected to seek their own professional development in relation to goals.</td>
<td>The action plan includes a staff development plan related to goals.</td>
<td>The action plan includes immediate and long-range staff development for goals and strategies at the knowledge and skill level with follow-up activities as necessary.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence of Success</strong></td>
<td>The Action Plan does not establish evidence of success or limits that evidence to a single source, such as NRT scores</td>
<td>The Acton Plan establishes evidence of success based on results of multiple assessments of student performance compared to baseline data.</td>
<td>The Action Plan establishes evidence of success based on results of multiple assessments disaggregated to measure achievement of identified subgroups compared to baseline data.</td>
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</table>
PHASE IV:
PREPARE AN ACTION PLAN

WHAT AND WHY:

This is time to decide what is to be done to meet the goals. The Action Plan includes clear statements of what is to be done (usually by teachers), and who is responsible for specific parts of the plan. It includes the time line, any related staff development, and the resources needed to implement the plan. The Action Plan identifies what teachers and administrators will do and what resources will be provided to help students achieve the improvement stated in each goal. If the goal is the destination, then the Action Plan is the roadmap.

WHO IS RESPONSIBLE: Subcommittees appointed for each goal.

SUGGESTED STEPS FOR DEVELOPING THE ACTION PLAN:

1. Select Target Area Goal Committees. Committees should represent the grade levels content areas included in the goals.

2. Review/update knowledge base for each goal. (See Appendix B, page 49)

The following are sources of information for researching potential strategies for the action plan:

School staff. Your school staff will bring a great deal of expertise to this phase of school improvement. Learning teams of teachers and administrators in study teams, especially using resources such as those that follow, will be valuable source of knowledge and experience for selecting strategies for the action plan.

ESU. Nebraska’s Educational Service Unit staff development offices have developed considerable resources to assist in this phase of School Improvement. They stand ready to assist in identifying characteristics of effective schools, to steer schools toward sources of information in selected areas, and to assist in the process of school improvement generally.
Professional organizations. Professional organizations such as National Council of Teachers of English provide relevant research that can assist school improvement committees or local learning teams.

Internet. School improvement is not limited to Nebraska; it is a nation-wide activity. Consequently, many Internet websites related to school improvement generally or to subject areas or strategies specifically can be located through a search engine. As an example, the North Central Regional Educational Laboratory (NCREL) maintains *Pathways to School Improvement*, a website devoted to resources and information about the process and about strategies for achieving improvement goals.

Nebraska Department of Education. Staff in the Curriculum and other Teams at NDE are a ready source of help when committees are building Action Plans.

North Central Association Commission on Accreditation and School Improvement. Schools accredited by the NCA will find materials and training opportunities designed to assist in the improvement process. Check particularly the NCA web page.

3. **Determine which practices have most potential for success in your school.**

   After potential strategies have been identified, each goal committee, with the input of other staff members, will need to identify those strategies that appear to have greatest potential for success. Those strategies should be included in the action plan.

4. Select or design an Action Plan template or format.

   The template should include space for the goal, the strategies, timelines, staff development, evidence of success, and any other useful information. A sample template is found in Appendix C.

5. **Select strategies, staff development needs, timelines and resources for each goal**

   Based upon information gathered through activities outlined above, choose one or more strategies to be implemented for each target area goal. For each strategy, determine staff development needs, resource requirements, persons with primary responsibility, and a timeline. The written results of these determinations are the School Action Plan. The following format is provided as an outline for an Action Plan. (The actual plan a school or district develops will probably be written on legal size stationery or poster sheets.)
# PHASE V: IMPLEMENT AND MONITOR THE ACTION PLAN

<table>
<thead>
<tr>
<th>Implementation Leadership</th>
<th>Ineffective (1)*</th>
<th>Effective (3)*</th>
<th>Most Effective (5)*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation</td>
<td>Few staff understand the leadership structure for the implementation phase or are unsure of administrative support for implementation decisions.</td>
<td>Many staff understand the leadership structure for implementation and assume administrative support of implementation decisions.</td>
<td>All staff understand the leadership structure, which consists of the steering committee, working through target area goal committees with the support of the administration.</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
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</tbody>
</table>

| Time Management           | The school calendar provides little or no time for staff members to plan and monitor implementation. | The school calendar includes planned times for those charged with implementing and monitoring the action plan. | The school calendar provides time for reflection, discussion, and adjustment of strategies; for review of student work; and for necessary staff development. |
| Data Collection           | The school collects no formative data during implementation. | The school collects annual NRT and CRT results as formative data. | The school collects formative data following a planned data collection schedule using multiple sources of performance data, including classroom assessment, NRT, and CRT results. |

<table>
<thead>
<tr>
<th>Monitoring the Implementation</th>
<th>The steering committee pays little or no attention to how strategies are being implemented.</th>
<th>The steering committee periodically receives information from staff to determine success of implementation.</th>
<th>The steering committee regularly receives information from staff and on the basis of that information adjusts the action plan as necessary.</th>
</tr>
</thead>
</table>
PHASE V
IMPLEMENT THE ACTION PLAN

WHAT AND WHY:

The Implementation Phase is just what its name implies. Teachers and others initiate and carry out the strategies and interventions outlined in the Action Plan. An important part of this phase is monitoring to assure that the plan is proceeding as planned and that it is achieving results. When effects fall short of those desired, some mid-course corrections may be in order. Some goals may need review, re-emphasis, and perhaps redirection. Progress reports should be presented regularly to the board and administration, and through them to all stakeholders.

WHO IS RESPONSIBLE: Head Administrator, Steering Committee, Goal sub-committees, and school staff.

TIME NEEDED: Two to five years.

STEERING COMMITTEE ROLE

The Steering Committee is responsible for monitoring and reporting the progress of the total Action Plan. The Committee may wish to establish a schedule for formative evaluation of student performance and for feedback from goal area committees and from teachers implementing the strategies and interventions in their classrooms. Based upon that feedback, the Steering Committee may decide that the Action Plan and/or the timeline should be revised. Patience here, as elsewhere, is a virtue. Overnight changes in student performance in areas such as reading or mathematics skills or in development of higher levels of respect or responsibility cannot reasonably be expected. Should performance levels rise after a semester or a year of implementation, the Committee should resist declaring a victory. It should, however, issue interim reports to the Board and the community regarding the status and progress of the SIP. The Committee’s ability to judge effectiveness of the plan will hinge upon the precision with which it earlier identified evidence of success, or the indicators that illustrate or point to changes in student performance.

In addition to monitoring student performance, the Steering Committee needs to listen to teachers. If they lack confidence in their abilities to implement the strategies or become frustrated or confused, the plan will flounder. If staff development or additional resources are required, the Steering Committee — with cooperation of the head administrator and Board of Education — needs to provide them.
TARGET AREA COMMITTEE ROLE

Target Area Committees perform many of the same functions as the Steering Committee in this phase. For example, they monitor student performance and report to the Steering Committee. However, their work is more concentrated because it is limited to the goal to which they have been assigned. Because most of their members are likely those teachers charged with classroom implementation, Target Area Committees are positioned to detect problems and to see progress more readily than is the Steering Committee. When a problem is detected, the Target Area Committee corrects it at the classroom level or recommends system-wide changes to the Steering Committee.
### PHASE VI: REVIEW AND UPDATE THE ACTION PLAN

<table>
<thead>
<tr>
<th>Assessment of Results</th>
<th>Ineffective (1)*</th>
<th>Effective (3)*</th>
<th>Most Effective (5)*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The school does not assess formative or cumulative results of the improvement process.</td>
<td>The school assesses cumulative results of the process by comparing performance results with baseline data.</td>
<td>The school regularly assesses formative results and prepares a report of cumulative results including a graphic display of pre- and post- results and a brief but insightful narrative description of progress.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Analysis of Results</th>
<th>Ineffective (1)*</th>
<th>Effective (3)*</th>
<th>Most Effective (5)*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The school prepares no analysis of results.</td>
<td>The school prepares a description of changes from baseline performance levels.</td>
<td>The school compares pre- and post- performance levels, reports the results graphically and clearly, disaggregates results when appropriate, and organizes the information to assist in planning for the next cycle.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Results</th>
<th>Ineffective (1)*</th>
<th>Effective (3)*</th>
<th>Most Effective (5)*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The school reports the obvious results (performance comparisons) to the board and the public but takes no further action.</td>
<td>The school reports the results of the improvement process, reviews results and prepares recommendations for goals in the next improvement cycle.</td>
<td>The school reports the results of the improvement process, reviews the results, recognizes and celebrates successes and analyzes causes of unsatisfactory results. This analysis leads to recommendations for the steering and action plan committees in the next cycle.</td>
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</tbody>
</table>
PHASE VI:
REVIEW AND UPDATE THE PLAN

WHAT AND WHY:

This phase is characterized by the following activities: (1) determining degrees of goal attainment, (2) preparing the report of results; and (3) preparing for the next cycle.

WHO IS RESPONSIBLE: Head Administrator, Steering Committee, others.

TIME NEEDED: One semester.

REPORT OF RESULTS

The documentation in this phase may be considered a report of results. That report should be divided into sections—one for each goal—and within each section baseline data should be contrasted with post data. Each section should also contain an outline of the interventions or strategies used and staff development conducted. The degree of improvement, or lack thereof, should be clearly stated and analyzed. The report is prepared for a number of audiences: the Board, the community, the External Team, and those individuals charged with designing and implementing the SIP in the next cycle, but most of all, for the staff, to support and assist their continued improvement activities and to recognize and celebrate progress.

While goal attainment is the focus of school improvement, the process may be successful even when goals have not been achieved. The desired degree of improvement of student performance may not have resulted, but growth has taken place because learning has occurred as individuals have examined research and best practices, have analyzed strategies and their own approaches, and have attempted new steps. Research has demonstrated that school innovation can seldom be transplanted without modification. What the school may have learned is that local adaptation and modification of strategies and interventions may be necessary in order to be successful. In those instances, the school may choose to include continued efforts in those problem areas in its next cycle of school improvement.

Above all, staff have participated in the school improvement process, and because they have a firmer grasp on what needs to be done and how to accomplish it, they can recommit
themselves to the next school improvement cycle. The Report of Results is the proper place to identify these gains.

CELEBRATION AND CLOSURE

Continuous School Improvement does not mean that the new cycle begins the day after the last one ends. As a practical matter, most cycles will end at the end of the school year in May, and the next one will commence sometime in the following fall. Even were this not true, stakeholders need some time to pause, take a breath, review where they have been, celebrate successes and diagnose disappointments. Steering committees would be well advised to consider a celebratory event—or a series of them—to mark the close of a school improvement cycle. Whether such events are formal or informal, whether solemn congratulations are extended by the President of the Board or gag gifts are awarded to committee chairs will be determined by the school and community customs. At least part of such ceremonies should include sincere congratulations for hard work and accomplishments—and both will have occurred when everybody understands and commits to school improvement.
THE NEBRASKA FRAMEWORK FOR SCHOOL IMPROVEMENT

PART III:

HOSTING AND CONDUCTING THE EXTERNAL TEAM VISIT
HOSTING AND CONDUCTING THE EXTERNAL TEAM VISITS: ADVICE FOR SCHOOLS AND EXTERNAL LEADERS

(Because multiple visits may be involved and because their timing is a matter of choice, the external visit is more properly considered a part of the phase it follows rather than a separate phase by itself.)

WHAT AND WHY:

The overall purpose of an external team visit is to add an outside, objective view of the process to the work accomplished by the school. There is a degree of validation of the work of local committees, but the primary purpose is to enlist the professional advice and collaboration of colleagues from outside the district. The specific purpose of each visit is determined by the Steering Committee in consultation with the External Team Leader.

The External Team members are to lend their professional experience and opinion to the local process. The relationship is therefore collegial, not supervisory nor evaluative. The Team Leader is appointed by the Nebraska Department of Education and team members are selected by the host school in collaboration with the Team Leader.

WHO IS RESPONSIBLE:

The External Team Leader, the host school administrator, and the local Steering Committee Chair plan the External Team Visit. Once team membership has been determined, the host school contacts proposed team members.

TIME NEEDED:

Planning for the External Team Visit should begin well in advance—as much as six months—of the visit. (It is good practice to include approximate dates in the Timeline developed in Phase I.) The visit itself will normally be a one- or two-day event.
RESPONSIBILITIES OF EXTERNAL TEAM LEADERS

The NDE Accreditation and School Improvement Section appoints external leaders. The expectation is that the appointment will span the five-year length of one improvement cycle, but leaders may serve through additional cycles if they and their host districts agree. A survey is conducted by NDE in August of each year to determine schools needing to have an external leader to chair a school visit. This appointment is typically made in September of the visitation year.

While the work that external leaders perform is essential, the list of their responsibilities is really quite short. External leaders are expected to carry out the following:

1. Advise the host school in making preparations for the visit.
2. Lead the external team visits
3. Prepare and distribute two copies of a written report of each visit—one to the school and one to Accreditation and School Improvement Section, NDE

The External Leader coordinates the work of the visiting team on site. This includes providing an orientation for team members, assisting and advising team members regarding their responsibilities as well as procedures and content for a written report, and coordinating the preparation of the written report of the team.

Sometimes external leaders are also asked by their host districts to serve as advisors throughout the process. While such arrangements may be helpful to the district and while external leaders certainly may volunteer to provide such assistance, it is neither a required nor expected part of the responsibilities that one accepts with the external leader assignment.

PLANNING EXTERNAL TEAM VISITS

SCHEDULING EXTERNAL TEAM VISITS

The minimum requirement, as specified in Nebraska Accreditation requirements, is one visit in each five-year cycle, but visits may be scheduled as frequently as the hosts—with the concurrence of the external leader—request. Schools may request a team visit whenever one would be considered helpful. Schools accredited by the NCA host at least two team visits each five-year cycle.
The first team visit typically occurs at the end of action plan design phase. The schools frequently wish to host a return visit at or near the end of an improvement cycle. This visit can serve a number of purposes, one of which may be a celebration as visitors verify that goals have been reached and that the process has been successful. By confirming success and congratulating local committees for a job well done, the external team can help energize those appointed to lead the following cycle. When the effort has not achieved the results planned for it, the external team can be helpful in analyzing the process and recommending corrective action for the next cycle.

CONFERING WITH THE EXTERNAL LEADER

Once the team leader has been appointed by NDE, the leader should contact the school to gain preliminary information about the school’s plans, the timeline (particularly the anticipated dates for external visits), and names of contact persons. Telephone, e-mail, or correspondence all work well for this exchange, but it is also beneficial for the leader to visit the school soon after being appointed.

The external leader and host school representative (either the Steering Committee Chair or an administrator) should jointly plan the visit. They will need to discuss and determine the following:

1. The composition of the visiting team (how many people, what is their purpose, what qualifications do they need)
2. The agenda for the visit
3. Logistical and material needs for the team

To successfully assist with the above planning tasks, it is essential that the host school have a clear purpose for the team visits and that the purpose be communicated to the external leader.

SELECTION AND INVITATION OF THE EXTERNAL TEAM MEMBERS

The members of the external team are to be selected by the host district, with the concurrence of the external leader. The size of the team is determined largely by the number of goals selected by the host district and by the number of school buildings in the district. As a minimum, the team must include two members other than the external leader. At least one member should be assigned to each goal; optimally, two members will be assigned to a goal. For multi-building districts, larger teams may be needed.

Team members are usually chosen on the basis of their areas of expertise, so leaders should advise hosts to select qualified team members who can be objective in reviewing improvement plans. This generally means that, for example, previous members of the staff or relatives of
current staff members may not be good choices. Once the team is agreed upon, the host district issues invitations. The *External Team Worksheet* (Appendix D) is provided for the leader’s use in recording team members’ names, positions, etc.

Membership on the team is assumed to extend through a normal five-year improvement cycle, but changes frequently occur because members move or change assignments. Occasionally, an Action Plan may be modified in such a way that team membership needs to change to accommodate the modification. If advice is sought for only a portion of the action plan, only a part of the team may need to conduct a follow up visit.
DETERMINING LENGTH OF TIME FOR THE VISIT

The agenda for each visit is a joint responsibility of the host school and the Team Leader. A number of factors enter the planning stage, including the purpose of the visit, the number of buildings in the system, and whether or not the visit is the initial one or a follow-up. It is recommended that each visit—but especially the first one span two days. One of the strengths of the continuous improvement model is the collegial relationship that can and should develop among the local staff and their visitors. A one-day visit usually does not afford the time team members need to develop those relationships. The result may be a superficial analysis and hurried recommendations that offer little real help.

DESIGNING THE VISITATION AGENDA

The following are typically found on the agenda of each visit. The External Leader and Host School representative should review the following components as they plan the agenda. (An example agenda is in Appendix E, page 53)

Orientation Meeting

The purpose of the team is to help the school achieve success. Leaders need to conduct an orientation session early in the visit to brief the team on the procedures, responsibilities, and role of the team. The School Improvement Rubric should prove helpful to leaders in explaining both the overall thrust of school improvement as well as the significant components on which it rests. It is recommended that External Leaders copy the rubric and distribute it to their team at the orientation session.

The rubric is a comprehensive outline of the total school improvement process, and may be too comprehensive for a visiting team to assimilate and apply in the short course of their visit. Leaders may decide, therefore, to limit the scope of the team’s review to certain parts or strands. That decision will depend in part on the purpose of the visit and the composition of the team. By using the rubric as an orientation tool to the school improvement process and by limiting the scope of each member’s focus, leaders should find that the reports they receive from the team are pointed, clear, and practical, and that their job as editor is greatly eased. The team leader should also:

- Review the agenda for the visit to assure that team members follow the plan and purpose for the day(s).
- **Distribute an outline for the written report and provide directions for completing the report (See Appendix F, page 55)**
- Assist all team members, but especially first time team members, in confidently conducting a successful visit.
Oral Presentation By Host School Representatives

The Steering Committee or other representatives of the host school must orally present information that the external team needs to perform its tasks, and a time for this presentation must be built into the agenda. This orientation should include:

- A brief history of the improvement process and a description of the committee structure.
- A description of the school profile, including the methods by which it was developed, along with the decisions that grew from collected data.
- An explanation of how goals are related to profile data and how the steering committee plans to measure improvement.
- If the team is to review the Action Plan, an explanation of how and why strategies and interventions were selected as well as how success is to be measured.
- Staff development activities and plans connected with the SIP.

Some of this information may be included in a written report, sent to the team in advance, but it must also be presented orally so visitors can ask questions and clarify any unclear items.

Visitation Throughout The School

A walk-through of the building(s) is typically conducted during the team visit. Because the school climate is influenced by facilities and because climate may influence the SIP, this school building visit can be important in contributing to a useful team report. Team members may be assigned to visit specific buildings, staff members, areas, or functions. This should provide supportive details or additional insight to the school improvement process.

Small Group Meetings

It is usually helpful for visiting team members or subcommittees to discuss accomplishments and plans with local subcommittees, particularly target area goal committees. Such meetings enable team members to develop a fuller understanding of the area to which they have been assigned and assist them in writing their section of the team report. Student or community representatives and school board members are other groups with whom part of the external team might wish to meet.

Team Meeting Time

It is imperative to provide sufficient time for the team to meet to review findings and to discuss and agree upon successes and recommendations to be included in the external team report. This time should be scheduled near the end of the visitation and should be chaired by the External Leader.
Oral Exit Report

At the conclusion of the visit, an oral exit report should be presented by the external team. The exit report is usually presented to the steering committee and administration, but is frequently open to anyone interested in hearing it, including faculty, school board, and community members. The Team Leader presents the exit report, and members of the team usually participate. The oral report is usually a short summary of the team’s impressions, concerns, and recommendations. This should include general commentary about the improvement process, compliments to the staff for their accomplishments and encouragement for their efforts, and recommendations for continued implementation of the improvement plan or process.

SAMPLE AGENDA

A sample agenda is found in Appendix E. It provides a representative outline of a visit plan. It is of course subject to modifications.

RESPONSIBILITIES OF THE HOST SCHOOL

If the external team is to accomplish its purpose, the host school must prepare for the visit by making logistical arrangements and by providing information the team needs. External leaders and their hosts need to confer about and agree upon these arrangements in planning the visit.

Communication with the visiting team members includes:

- A written letter of invitation specifying dates, times, purpose of the visit, and intended assignment and other needed details.

- Follow-up mailing, at least two weeks in advance with a copy of the action plan and any other summary material to assist team members in preparing for the visit.

Logistical matters include the following:

- A room or other suitable space for the team to meet and carry on discussions in privacy throughout the span of the visit. (Provision of computers with word processing software installed is a helpful option.)

- Work materials and name tags for visitors.

- Expense reimbursement procedures and forms: The host district is responsible to reimburse—at rates established by the local board of education—meals, mileage, and lodging expenses of team members.

- Procedures to follow in the event weather or other circumstances force a postponement of the visit (calling list, radio stations, etc.)
Materials to be furnished by the school:

- Documentation of the improvement process. This should be supplied in advance in writing and explained orally on site. Not only is a written history of the SIP helpful to the external team, but to the school, as well. It usually includes dates of significant meetings and events and lists of committee members. The record of actions taken, decisions made, and people involved is helpful to many, not the least of which is a new administrator who inherits an improvement process well underway when he or she arrives. For the purposes of the team visit, this may be structured as an outline rather than a lengthy narrative (the External Team does not need to read the minutes of each Steering Committee meeting).

- The School Profile, including demographic data, community profile (if applicable), school profile (instruction and curriculum), and—most importantly, student performance data. These data are best presented in summary form. The external team should not have to sift through pages of test results to develop an understanding of performance levels. Rather, that information should be summarized and presented with a written analysis of the data.

- Target area goals and the rationale for their selection.

- A detailed, specific action plan. (This should be sent to the members of the visiting team at least two weeks in advance of the visit.

- If the external visit occurs after the implementation phase, a report of results. This will consist of the comparison of pre- and post- data and a written analysis of what the comparison indicates.

CONDUCTING THE VISIT

During the visit, the external leader orients, guides and supports the team in carrying out the purpose for the visit. The agenda (as described on page 47 and also included in Appendix E) is implemented to help the team prepare a report of findings and recommendation for the host school.

PREPARING THE EXTERNAL TEAM REPORT

The External Team Leader is responsible for editing and preparing the final draft of the report and for forwarding one copy to the host school and one copy to the Accreditation and School Improvement Section, Nebraska Department of Education, Box 949876, Lincoln 68509. As editor, the team leader is expected not only to proofread team members’
contributions and to correct for “typos” and mechanical and grammatical errors, but also to make such changes as the leader believes will improve the report’s cohesion and logical flow. The primary concern is to produce a report that is clear, accurate, and useful to the school. **Copies of the report should be sent to NDE and the school within four weeks of the conclusion of the visit.**

## CONTENTS OF THE EXTERNAL TEAM REPORT

Each report should contain the following:

I. **Title Page** (school name, date of visit).

II. **Table of Contents**

III. **Team Members** (names, positions, schools or agencies)

IV. **Purpose** (purpose for the visit)

V. **Target Area Goals** (a list of the goals identified by the host district)

VI. **The Improvement Process** This section of the report is intended to assist the Steering Committee in continued leadership of the School Improvement Process.

   A. **Successes** (components of the process completed successfully or functioning well)

   B. **Recommendations to the Steering Committee** for leading and managing the school improvement process.

   This section provides comments about the overall process used by the school. It may, for example, address timelines or organization (committee structure), community involvement, data collection, or assessment. It should be framed around those sections of the *School Improvement Rubric* that apply to the overall process. It typically identifies successes in the process and includes recommendations for next steps or modifications in existing ones. The audience is the steering committee, so a detailed history of the process seldom needs to be included. Similarly, a report that consists primarily of a series of compliments regarding such peripheral matters as the staff’s hospitality and enthusiasm for their tasks usually does little to assist the improvement process. Those courtesies belong more properly in the cover letter transmitting the report to the school.

VII. **Target Area Goal Reports.** Each goal is addressed separately by the member(s) of the team assigned to that goal.

   A. **Introductory comments (optional)**
This section introduces the reader to the area of the report

B. Successful activities or strategies; and/or significant accomplishments

This section should affirm for the host school those activities that have been successfully accomplished or hold promise for success.

C. Recommendations for adjustments or next steps

It is in this section of the report that visiting team members offer advice and suggestions for consideration by the local target area committee. The identification of resources or alternate strategies or additional sources of information belongs here. Team members may wish to alert their local counterparts about troubles that may lie ahead if present courses are not altered. For example, if adequate baseline data has not been assembled, how will the committee be able to measure student progress? The school improvement rubric may assist in writing this area of the report.

D. Respond to questions or requests by the Steering or Target Area Goal Committee

Occasionally, local committees may ask for particular information, for resources, for close scrutiny of an element of their plan. If such questions are not addressed in section III, they may be answered here.

Each goal should be addressed in a separate section of the external team report in a format suggested by the external team leader. Note that the sample format that follows is but an outline that identifies the major sections of the target area goal report. It does not limit the report to the pages provided. If local goal committees have presented questions they wish external team members to answer, they should do so in this section.

Team Leaders need to establish which team members are going to be responsible for completing the target area reports. Those members need to know the Team Leader’s address and the deadline for submission—which needs to be set so that the Leader can mail the complete report to the school and to NDE within four weeks of the visit.

A sample format is provided in Appendix E.
APPENDIX
### EXAMPLE TIMELINE

#### FOR

THE SCHOOL IMPROVEMENT PROCESS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Example Due Dates</th>
<th>Example of Related Staff Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a Steering Committee</td>
<td>9/2004</td>
<td>School Improvement Process</td>
</tr>
<tr>
<td>Orient Staff, Build Commitment</td>
<td>9/2004</td>
<td>Involve staff in activities to gain understanding of school improvement</td>
</tr>
<tr>
<td>Update Mission Statement</td>
<td>10/2004</td>
<td>Discuss, update in small group/large group discussion sessions</td>
</tr>
<tr>
<td>Gather Analyze/Data for the school profile</td>
<td>2/2005</td>
<td>Involve staffing small group activities to study data, suggest needs</td>
</tr>
<tr>
<td>Select Improvement Goals</td>
<td>4/2005</td>
<td>Involve all staff in reviewing affirming goals</td>
</tr>
<tr>
<td>Study, select Improvement Strategies</td>
<td>6/2005</td>
<td>Participate in learning teams to identify potential improvement strategies</td>
</tr>
<tr>
<td>Design Action Plan</td>
<td>9/2005</td>
<td></td>
</tr>
<tr>
<td>Host Visitation Team</td>
<td>11/2005</td>
<td>Help all staff understand purpose, procedures of the visit</td>
</tr>
<tr>
<td>Implement Action Plan</td>
<td>12/2005-10/2008</td>
<td>Conduct, provide staff development as specified in action plan</td>
</tr>
</tbody>
</table>
SELECTING IMPROVEMENT STRATEGIES

School Improvement Goal:

A. Research Needed to Determine Quality Strategies
   • Ex.: Review professional resource materials (learning team)
   • Review web site for . . . .
   • Attend Excellence in Education Conference
   • Confer with ESU staff

B. Potential Strategies for Consideration
   •
   •
   •
   •
   •

C. Strategies Selected
   •
   •
APPENDIX C
SAMPLE ACTION PLAN

Target Area: ___________________________  Committee Chair: _______________________

Target Area Goal: ______________________  Committee Members: _______________________

Strategy: ________________________________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Staff Development Related to Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Start</td>
<td>Complete</td>
<td></td>
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<tr>
<td>1.</td>
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<td>4.</td>
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</tbody>
</table>

Evidence of Success in achieving the objective: (How will we know that the school has achieved this objective?)

NDE: November 2004
SAMPLE ACTION PLAN

Target Area: Written Communication

Committee Chair: Mrs. Peterson

Target Area Goal: All students will improve their written communication. Committee Members: Mr. Smith, Mrs. Walker, Mr. Thompson

Strategy: Students will become more proficient at writing by learning to use the Six-Trait model of writing.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Staff Development Related to Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Train the teachers in the Six-Traits of Writing</td>
<td>Mrs. Walker and committee</td>
<td>6/15/04</td>
<td>7/15/04</td>
<td>STARS Grant funding, district in-service days, portfolio funds.</td>
</tr>
<tr>
<td>2. Regular classroom writing instruction will include Six-Trait assessments.</td>
<td>Team leaders and building principal</td>
<td>8/15/04</td>
<td>8/15/05</td>
<td>District in-service days, teacher incentive funds.</td>
</tr>
<tr>
<td>3. Teachers in all content areas will score written work according to the Six-Trait model.</td>
<td>Department chairpersons and building principal</td>
<td>8/15/04</td>
<td>6/25/06</td>
<td>District in-service days, Staff Development funding.</td>
</tr>
</tbody>
</table>

Evidence of Success in achieving the objective: (How will we know that the school has achieved this objective?)

- Samples of classroom writing in the content areas will improve. Increasing percentages of students will demonstrate mastery.
- Writing Portfolios will be assessed for grades 3, 6, and 9 and increasing percentages of students will demonstrate mastery.
- Scores on the Statewide Writing Assessment will improve. Increasing percentages of students will demonstrate mastery.
- Students scoring above the 50th %ile on the writing assessment section of the ITBS/ITED will increase. Individual students will also increase their scores in their relative position on these tests.
- Note: Student writing will be scored holistically for district assessment purposes and analytically for classroom instructional purposes.

NDE: September 2004
## APPENDIX D

### EXTERNAL TEAM WORKSHEET

#### TEAM MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>Position and Address</th>
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<tbody>
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</tbody>
</table>

### NOTES:

52
APPENDIX E

Sample Agenda for the External Team Visit

Day 1:

8:15-8:30 a.m.  **Arrival of Team**
Welcome by host school representative, refreshments, pick up materials, greetings, etc.

8:30-9:00 a.m.  **Team Orientation**
The Team Leader discusses the purpose and procedures for the visit, especially emphasizing the team role as consultants in helping the school achieve success in the SIP, the format for the written report, and if the leader wishes the team to use the *School Improvement Rubric* as a device to frame their inquiry and remarks, it should be introduced at this time.

9:00-10:30 a.m.  **Host School Presentation**
This is a relatively formal presentation by the steering committee and others that includes a chronology of the SIP, committee structures, an overview of data-gathering procedures and instruments, decisions, goal overviews, issues, questions, etc.

10:30-12 noon  **Small Group Meetings**
Host school committees such as target area subcommittees and others meet with External Team members to present and to discuss details of the local improvement plan.

Noon  **Lunch**

1:00-3:00 p.m.  **Interviews**
Visit the school building and interview representative staff. Some teachers not included in the SIP committee structure should be contacted so the team may gauge the degree of involvement, understanding, and belief in the improvement process.

3:00-4:00 p.m.  **External Team Meeting**
The team needs to compare notes and impressions, to identify areas for further review or inquiry and to discuss how to handle any problematical matters that have arisen in their meetings with staff members. This would be an appropriate time to review the *School Improvement Rubric* or to use it to frame part of the discussion.
Sample Agenda for the External Team Visit...continued

Day 2

8:30-10:30 a.m. **Interviews, Report Drafting**
The team follows up on matters discussed at the conclusion of day 1 or begins drafting the written report. If more than one team member is to draft a section, it is critical that they have time to plan the report.

10:30-Noon **Team Meeting**
Team meets to review and concur on the major content of the visit report. This is a sharing and strategy session during which individual members of sub-committees outline orally or on chart paper what they intend to include in their sections of the report or discuss recommend to strengthen the SIP or move to next steps. If team members in addition to the Team Leader are to participate in the exit report, that needs to be planned here.

NOTE: Before adjourning the team, the leader should determine that expense vouchers (if any) have been turned in appropriately.

Most importantly, identify which team member the leader should contact if the written remarks are not received by the deadline set by the leader. The final report is due back to the school and to NDE within four weeks of the visit, so a one-week deadline is appropriate for team member reports.

Noon **Lunch and Oral Exit Report**

Although the preceding example is typical of many visits, a number of variations are possible. Two full days (or more) will probably be necessary if a number of buildings must be visited. The visit can begin with a half-day visit starting after lunch. Team orientation and host presentation can take up much of the afternoon. An optional reception and/or dinner can follow during which visitors and hosts can become acquainted.
Goal Statement: ________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Report Prepared by (External Team Member(s)): _________________________________
____________________________________________________________________________
____________________________________________________________________________

I. Introduction

II. Successes and strengths; significant accomplishments; promising plans
   A.

   B.

   C.
Target Area Goal Report...continued:

III. Suggestions/Recommendations for Adjustments or next steps
   A.

B

C.

D.

E.
APPENDIX G
External Team Visits Conducted for School Improvement
Guidelines and Minimum Requirements
Five-Year Cycle for NCA and/or State Accreditation
Nebraska Department of Education

EXTERNAL TEAM MEMBERSHIP:

Recommended: The external leader and one or two additional team member(s) to evaluate the overall school improvement process plus two persons for each goal. In districts with multiple buildings, additional team members are recommended for visitations to individual buildings.

Minimum Required: The external leader and at least one person for each goal. At least three team members are required (chair plus two others) for an official external team visit, even if there is only one goal.

Large District Option: Districts with multiple buildings at the same level may draw membership of visiting teams, in part, from other buildings in the district.

EXTERNAL VISIT SCHEDULE:

External Leader Visit: 1-2 hours -- either on site, via phone, mail correspondence, or videoconferencing. The external leader reviews the school profile, mission, data sources, and approves the goals in preparation for the first team visit. *(Required for NCA Schools)*

First External Team Visit: The visitation includes orientation of external team members; site visitation; review of profile, mission, data sources, and local analysis; review of action plan with goals, strategies, staff development, timelines and processes; team meeting time; oral exit report; and beginning the written report.

Recommended: For NCA accredited schools – two full days.

Minimum Required: At least one full day for state accredited schools. A day and a half or at least a portion of another day for NCA accredited schools (e.g. evening orientation plus full day).
Second External Team Visit: Review progress in the goals and help the school to plan for the next cycle of school improvement. *(Required for NCA schools; optional for state accredited schools.)*

*Recommended:* At least one full day. More time will be needed if the written report is to be completed on site.

*Minimum Required:* One day.

**ADVANCE PREPARATION BY HOST SCHOOL:**

Prior to External Leader Visit: The school should have completed the school improvement process through the selection of goals. The External Leader should receive written materials prior to the visit.

Prior to Team Visits: *At least two weeks prior to the first scheduled team visit,* external team members should receive written materials from the Steering Committee such as the following:

- School-profile data
- School’s analysis of the data
- School mission
- Improvement goals
- Data to support each improvement goal
- Draft of an action plan that includes
  - Strategies or interventions selected to support the improvement goals
  - Related staff development plan

*At least two weeks prior to the second scheduled team visit* *(Required for NCA Schools; optional for state accredited schools),* external team members should receive:

- A draft copy of the Report of Results (Documentation Report) that includes:
  - A comparison of pre and post scores with an interpretation of the meaningfulness of the change and a score conversion of pre and post scores to standard scores.

**WRITTEN REPORT:** A written report of each external team visit is prepared by the External Leader and team members. Within four weeks of the visit, one copy of the report is submitted to the school and one copy to NDE or the NCA State Office.
### SCHOOL IMPROVEMENT VISITATION SCHEDULE FOR STATE ACCREDITED K-12 & 7-12 SCHOOLS – August 2004

*An external team visit is required before or during the scheduled year – Rule 10-009.01B*

#### 2003-04

<table>
<thead>
<tr>
<th>School Name</th>
<th>County</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Pawnee City</td>
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<td>August 2004</td>
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<tr>
<td>Ponca</td>
<td></td>
<td>(Delayed from 03-04)</td>
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<td>Chambers</td>
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<td>Kenesaw</td>
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<td>Pine Ridge Job Corps</td>
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<td>Spalding</td>
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<td>Tekamah-Herman</td>
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#### 2004-05

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<tr>
<td>Elba</td>
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<td>2004-05</td>
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<tr>
<td>Elwood</td>
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<td>(Delayed from 03-04)</td>
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<tr>
<td>Emerson-Hubbard</td>
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<td>Exeter Milligan</td>
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<td>Falls City Catholic</td>
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<td>Hitchcock County</td>
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<td>Homer</td>
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<td>Nebraska City Lourdes Central</td>
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<td>North Platte Catholic</td>
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#### SCHOOL IMPROVEMENT AND EXTERNAL TEAM VISIT SCHEDULE FOR STATE ACCREDITED ELEMENTARY SCHOOLS

*Due by Feb. 1, 2005*

<table>
<thead>
<tr>
<th>COUNTY</th>
<th>School Name</th>
<th>County</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Lancaster</td>
<td>Nance</td>
<td>2003-04</td>
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<tr>
<td>Rock</td>
<td>Saline (#18 &amp; #163)</td>
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<td></td>
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<td>2004-05</td>
<td>Saladino</td>
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<td>Bassett Elem.</td>
<td>Albion St Michael</td>
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<td>Columbus St. Isidore</td>
<td>Bow Valley East. Catholic</td>
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<td>Juniata Elem.</td>
<td>Cherry</td>
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<tr>
<td>Omaha Holy Name</td>
<td>Fordyce West Catholic</td>
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# 2004-05 EXTERNAL VISITATION AND REPORTING SCHEDULE FOR NEBRASKA NCA SCHOOLS

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<th>Team Visits &amp; Documentation Report</th>
<th>Year 5</th>
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Ainsworth Aurora Bellevue Blair Broken Bow Burwell Central City Chappell Creighton Cross County David City St Mary’s Elem. Elkhorn Elkhorn Mount Michael HS Falls City Fort Calhoun Franklin Friend Fullerton Grant Johnson-Brock Logan View Mead Oakland-Craig Ogallala Omaha Omaha Duchesne Academy Omaha Mercy HS Omaha Roncalli Catholic Omaha Christ the King Elem Plattsmouth South Sarpy #46 Stanton Valley Alma Arlington Ashland-Greenwood Battle Creek Bellevue Cambridge Chase County Cozad David City Garden County Gering Gordon Gothenburg Hastings Hastings St. Cecilia HS Heartland Comm Humboldt Imperial Elem Kearney Kearney Catholic Lincoln Christian Norfolk O’Neill Osceola Plainview Randolph Schuyler So Central NE Unified #5 St. Paul Sutherland Tecumseh Wahoo Wahoo Bishop Neumann Wakefield West Point Westside Wilber-Clatonia Adams Central Arapahoe Bayard Bellevue Bennington Boone County Doniphan-Trumbull Fremont Fremont Archbishop Bergan HS Grand Island Central Catholic HS Hampton Kearney West HS Leyton Lincoln Pius X Madison Morrill *Omaha Creighton Prep* Omaha Daniel Gross HS Omaha Skutt Catholic HS Omaha St Cecilia Grade *O’Neill St. Mary’s HS* Raymond Central Red Cloud Scribner-Snyder UNL Ind Study *West Point Central Cath HS* Alliance Arnold Auburn Boys Town Columbus Columbus Scotus Catholic HS Conestoga Dundee County Fairbury Hartington Hershey Kimball Lakeview Comm Loup City Minden Nebraska City Neligh-Oakdale Norfolk Catholic HS *Omaha Marian HS* Palmyra Dist O R 1 Papillion-LaVista Potter-Dix Rushville Syracuse-Dunbar-Avoca Beatrice Bellevue Centura Chadron Crete Fillmore Central Gibbon Grand Island G. I. Northwest HS Gretna Holdrege Laurel-Concord Lexington Lincoln Milford Millard Mitchell Norris Dist #160 North Bend Central Ord Pierce Ralston Ravenna Scottsbluff Sidney Southern Dist #1 So Platte Tri-County Twin River Waverly Wayne Wood River Elem Wood River Rural York