

A Tale of School Improvement Planning – **Facilitator's Guide**

What follows is an actual discussion that occurred during a school improvement planning meeting.

Facilitator: “As you can see from the printout, for 3 consecutive years, our 4th grade literacy scores have declined on standardized tests.”

Team Member 1: “A new literacy series was introduced 3 years ago. Perhaps teachers were not given adequate training with the new series.”

Team Member 2: “We should develop a program of intensive training on the new series.”

Team Member 3: “I agree. We should write that into the SIP.”

What is limiting with this line of discussion?

- The problem is very broad and needs to be more granular.
- It acts on speculation without gathering evidence to support or refute the speculation.
- It doesn't consider other possible reasons for the decline in scores. The first thing that comes to mind is not always the best one to go with or the only one to investigate.

What else might be going on here that might be contributing to the problem? (You might want to have them work in groups, if possible. If time is short, have them do the evidence for the first one and identify one more possible speculation.)

How might this discussion apply to your current SIP?

They may not be familiar enough with their SIP at this point to respond with specifics. Tell them that we will explore their SIP in the next activity and they should keep these questions/discussion in mind.