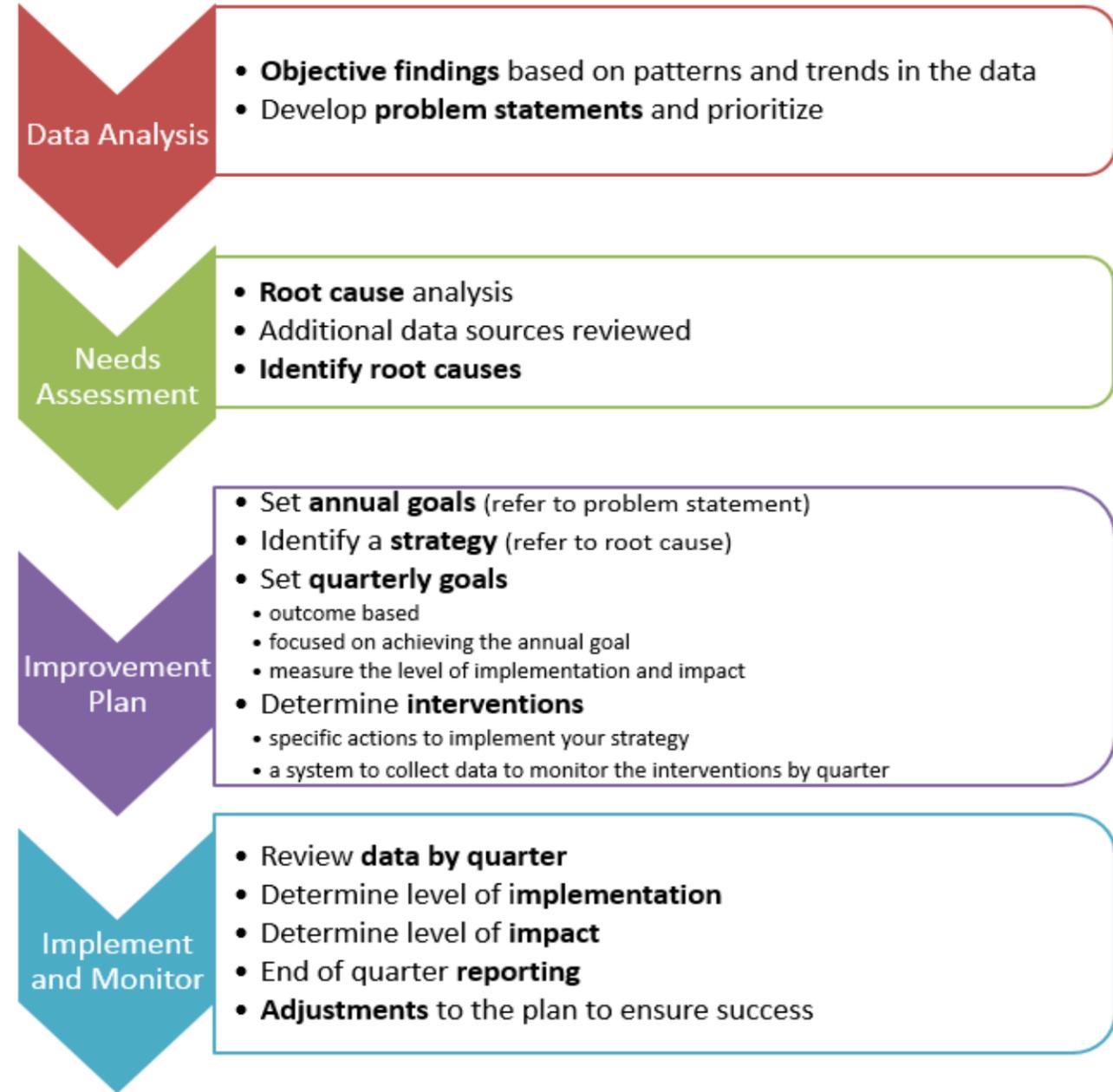


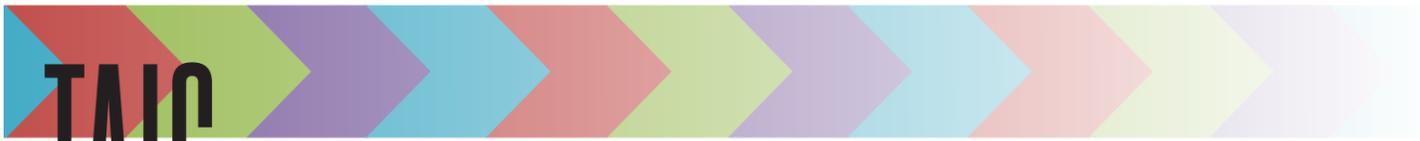
TAIS

Continuous Improvement Process and Plan

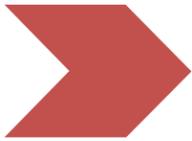


(Insert applicable ESC contact information here)

This document was created by Education Service Center Region 11.



TAIS Continuous Improvement Process and Plan



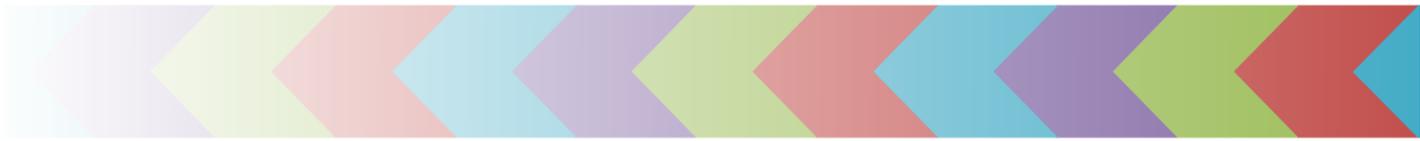
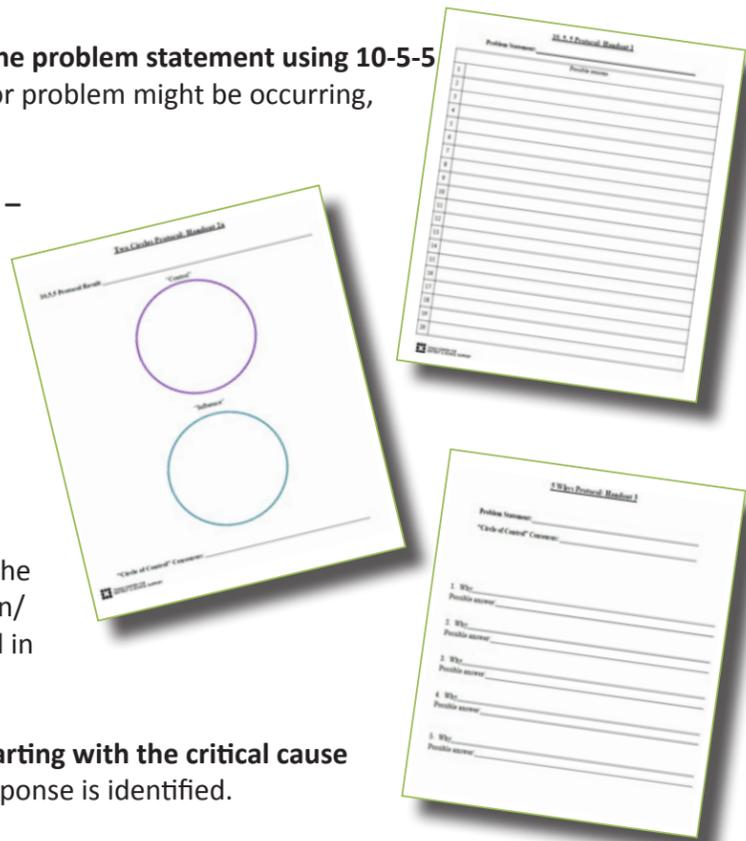
DATA ANALYSIS IDENTIFY FACTORS CONTRIBUTING TO LOW PERFORMANCE

- 1. Review data from multiple sources**
Identify and use different data sources for data analysis, specifically around the CSFs/Turnaround Principles.
- 2. Identify areas of concern**
With focus on factual findings, patterns, and trends, list areas that are cause for concern. Remain objective and reveal the facts of the data.
- 3. Develop a problem statement**
Select a manageable issue substantiated by facts/data that focuses on a single problem. Include specific details — who, what, when, where



NEEDS ASSESSMENT DETERMINE THE ROOT CAUSE CONTRIBUTING TO LOW PERFORMANCE

- 4. Brainstorm possible causes for the problem statement using 10-5-5**
List 10 possible reasons the gap or problem might be occurring, then 5 more, then 5 more.
- 5. Sort the causes into 2 categories – control and influence**
Separate possible reasons from 10-5-5 into those the campus can control and those they can influence. (One or the other, not both)
- 6. Identify a critical cause from the control list**
Select by group consensus from the 'control' list the most likely reason/cause for the 'problem' identified in the problem statement.
- 7. Engage in the 5 Whys process starting with the critical cause**
Ask "why" until an actionable response is identified.



IMPROVEMENT PLAN DEVELOP A TARGETED PLAN TO ADDRESS ROOT CAUSE

- 8. Set annual goal(s) based on the problem statement**
What does the campus want to accomplish in one year?
- 9. List strategies/interventions/activities required to meet the annual goal**
When developing the improvement plan, the interventions implemented are based on short-term goals and support the overall strategy that will help achieve the annual goal.
- 10. Organize actions by group(s) who will perform the intervention/activity**
Who is responsible for each activity?
- 11. Sequence the interventions/activities**
- 12. Set quarterly goals based on sequence**
Short-term goals make clear what needs to be accomplished in the next 3 months to move closer to fully implementing the strategy to achieve the annual goal.

Administrative Structures	Teacher- Learning	Teacher-Practice	Student- Learning	Stakeholder Involvement



A STRATEGY IS THE BROAD, OVER-ARCHING APPROACH THAT A CAMPUS PLANS TO TAKE TO ACHIEVE THE GOAL. STRATEGIES ADDRESS THE QUESTION, "HOW WILL THE ANNUAL GOAL BE ACCOMPLISHED?"

INTERVENTIONS ARE THE SPECIFIC ACTIONS AND DAILY ACTIVITIES TO IMPLEMENT YOUR STRATEGY.



IMPLEMENT AND MONITOR PLAN FOR IMPLEMENTATION WITH FIDELITY AND REGULAR MONITORING

- 13. Determine what data will be reviewed and the timeline for review to determine levels of implementation and impact**
Establishing priorities, timelines, and checkpoints ensure that plans get results. What are the checkpoints for assessing implementation or completion of interventions? What are the deadlines? Who is responsible?
- 14. Determine level of implementation**
Are we doing it? With fidelity?
- 15. Determine level of impact**
How is it affecting student achievement?
- 16. Adjust the plan to ensure success**

"What gets monitored gets done."
-Everyone and their brother

"What gets monitored and adjusted accordingly gets done right."
-Some genius

This process is based on information and resources provided by TCDSS. Please refer to <http://www.tcdss.net/tcdss/tais.html> for additional information.