








## Continuous School Improvement

All schools are involved in a school improvement process that focuses on improved student achievement. This process incorporates the use of quality tools or strategies including the Plan, Do, Study, and Act (PDSA) to drive and attain breakthrough performance. The District strategic plan is cascaded down to each site and used to develop site improvement plans that guide the Journey to Performance Excellence. This is a whole school or systemic process with each faculty member, staff member, parent, business partners, and especially the child being a stakeholders in school improvement.

### Seven Step Process for School Improvement:

<p><b>Step One:</b></p> 	<p>The continuous improvement model begins with each building <b>understanding the process</b>. Training is done with principals and school improvement committees on the expected process.</p>
<p><b>Step Two:</b></p> 	<p>The next step is to <b>analyze the data</b>. Teams from the buildings look at various data sources, including the Oklahoma State Assessments and local benchmark assessments, to identify strengths and weakness.</p>
<p><b>Step Three:</b></p> 	<p>The building team then identifies the <b>causes of the weaknesses</b> and <b>clarifies the problems</b>.</p>
<p><b>Step Four:</b></p> 	<p>The team is ready to <b>identify and write goals</b> for improving student achievement. They are specific and measurable.</p>
<p><b>Step Five:</b></p> 	<p><b>Strategies and interventions</b> are planned are planned to improve student achievement. Staff development needs are identified and planned. Learning circles are offered to building teams on identified needs.</p>
<p><b>Step Six:</b></p> 	<p>An <b>action plan</b> is created that has grade level (course specific) specific "blueprints" to be followed to achieve the building goals. An "audit" trail of the process and product that was created is documented along the path of sustainable school improvement.</p>
<p><b>Step Seven:</b></p> 	<p>At the end of the cycle, the results are assessed and the plan is revised. The <b>continuous improvement cycle starts again!</b></p>

Each building writes a detailed school improvement plan. Chapters include:

- **In Chapter 1** (Introduction / Profile), a “snapshot” of our building is provided so that our parents / community partners can develop a sense of who we are, who we serve and how our building contributes to the educational mosaic called the Tulsa Public Schools.
- **In Chapter 2** (Data Summary and Identified Areas for Improvement), we 1) display assessment results (data); 2) analyze the results in general terms; 3) provide specificity to the analysis of data.
- **In Chapter 3** (Building Goals), we provide the END toward which instructional / curricular efforts will be directed. Building Goals are narrative statements that are derived from the findings / analyses discovered from the data provided in Chapter 2. Building Goals incorporate grade-level specifics; however, they are written with a synergistic design, more “global” than parochial.
- **In Chapter 4** (Action Plans), we provide Action Plans that are the grade-level (course specific at the high school level) specific “blueprints” to be followed to achieve the Building Goals.
- **In Chapter 5** (3-Year Time Line), we chronicle ALL activities and involvements that have occurred during the SIPlan PROCESS.
- **In Chapter 6** (Appendices), we include relevant attachments to our SIPlan / Process. Included is a delineation of Research Findings that support the directions taken within our Action Plans.

School Improvement Plans are generally written in the summer and early fall. Staff spend considerable amount of time in at back to school inservice planning interventions, strategies, and staff development to improve student achievement. It is revisited regularly in team meetings, parent meetings, and staff meetings. In the fall and spring district office representatives, along with a team of administrators, interns, and teachers visit each building to hear an overview of progress.

### *Tulsa Public Schools Decision Making Process*

**“No sensible decision can be made any longer without taking into account not only the world as it is, but the world it will be.”**

Isaac Asimov (1920-1992)

Staff members in Tulsa Public Schools make many decisions daily and must consider existing policy and procedures and the impact on different stakeholders. The decision making model is a visual representation of what needs to be considered on major decisions, such as the adoption of new programs or initiatives. There are three types of decisions according to this design:

- **Policy Decisions:** These decisions are based on policy defined in the Board of Education Policy Manual, Tulsa Public Handbooks, and Negotiated Agreement These decisions are based on Federal, State and Local laws and keep the district from legal action. Input is typically not asked for on policy decisions.
- **Decisions with Input:** Leadership usually makes these decisions after gathering input and information from stakeholders.
- **Decisions with Consensus:** These decisions are made by gaining a consensus from as many stakeholders as possible. A consensus is usually not a majority vote, but an attempt to reach a favorable compromise by all stakeholders.