

# Continuous Improvement: Vision and Profile

Presented by  
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# Purpose

**Participants will review the expectations and relevance of the school and district vision.**

**Participants will gain knowledge about the expectations of the school profile.**

# Cornerstones of Accreditation

*To earn and maintain Accreditation,  
schools must:*

- Meet AdvancED Accreditation Standards for Quality Schools
- **Engage in Process of Continuous Improvement**
- Demonstrate Quality Assurance through Internal and External Review

# Continuous Improvement Process

Process of continuous improvement will:

help school meet **standards**

focus on improvement of **student learning** and **school effectiveness**

satisfy **local, state, federal** improvement process requirements

be implemented **systematically** and **systemically**

# Continuous Improvement

An accredited school  
makes commitment and demonstrates capacity to  
engage in ongoing improvement

Educators in accredited schools  
possess “can do” attitude

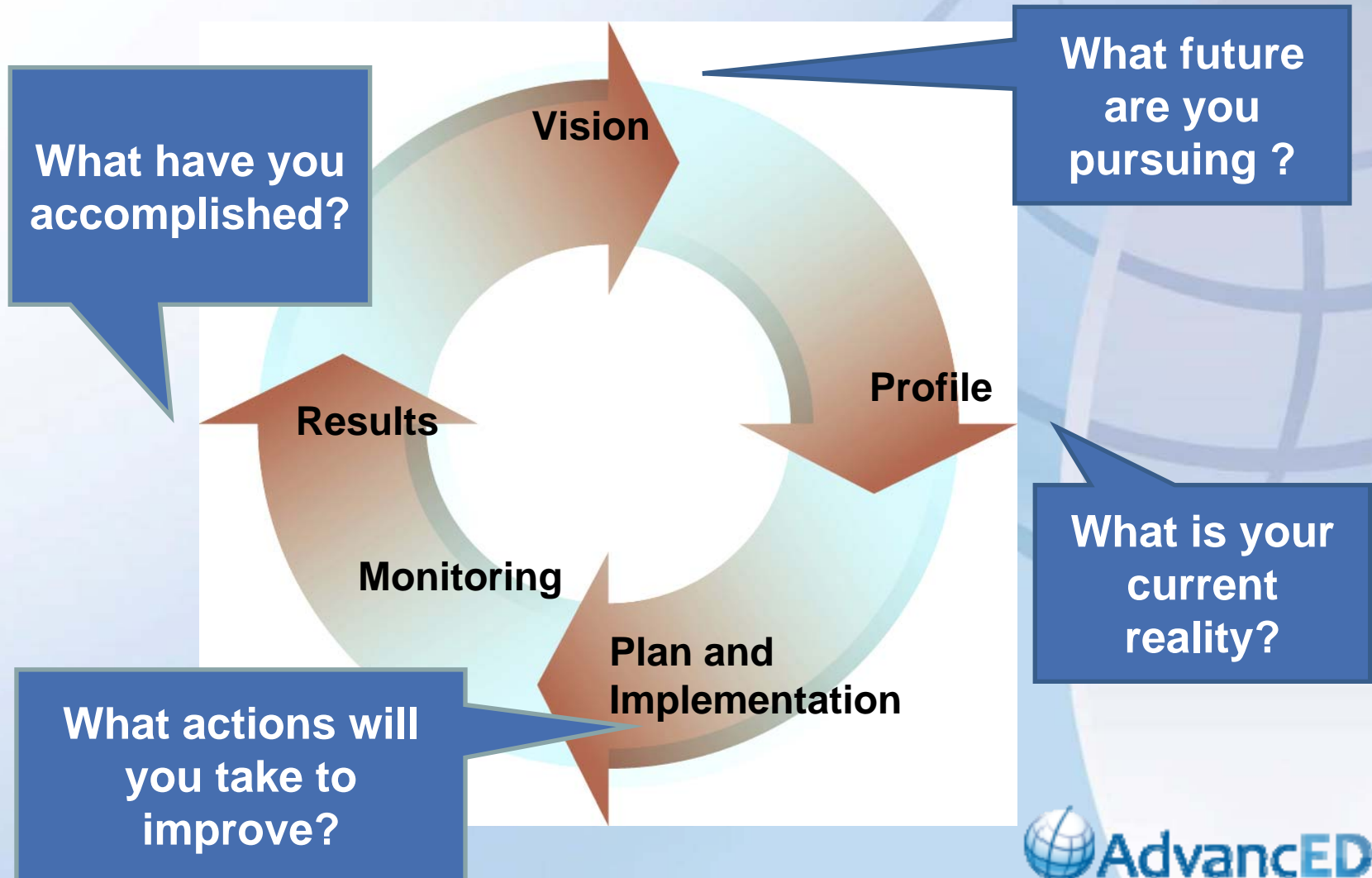
have high expectations for themselves and  
students

are willing to create, experiment, innovate, try  
new things

strive to improve their effectiveness

# Improvement Process Elements

Continuous Improvement



## Element: Vision

*An expression of the ideal or desired state...provides purpose and sets direction...inspires action...aligned with student expectations for learning*

### *How is vision developed and used?*

- Stakeholders examine their beliefs and values through collaboration and community engagement
- School uses vision to derive expectations for student learning

# Visioning

# North Star

Sets Direction and Informs Action

- **Beliefs ...**

- The shared values that unify individuals and guide behavior

*“Students learn best when a variety of instructional methods are used”*

- **Vision ...**

- A motivating, challenging and compelling picture of the desired future that inspires action
- *“I have a dream that one day .....*”



# *Visioning*

- **Mission .....**

- A concise action statement that defines purpose

- “To advance excellence in education worldwide....”*

- **Expectations for Learning...**

- What students should know, understand, and be able to do

- “Use critical thinking skills to make meaningful decisions in all curricular areas”*

# Mission Statement

*Describes current reality. Is crystal clear and concise.*

- **Explain why the school/district exists and what we work for every day**
- **Short/succinct**
- **Plain words – no jargon**
- **Use a powerful verb**
- **Create a burning platform**

*Professional Learning Communities at Work, Richard DuFour & Robert Eaker, 1998*

# Vision Statement: What do we wish to become?

Vision describes a desired future state:  
What do we want to do?  
What do we hope for?

Vision instills an organization with a sense of direction.  
It asks, "If we are true to our purpose now, what might we become at some point in the future?"

"An effective vision statement articulates a vivid picture of the organization's future so compelling that a school's members will be motivated to work together to make it a reality."

Taken from: Professional Learning Communities at Work, Richard DuFour and Robert Eaker, 1998.

# Belief Statements

## What do we value?

**Beliefs are assumptions we make about ourselves, others, and about how we expect things to be.**

**Beliefs reflect how we think things really are.**

- **Statements of what is valued**
- **A public/visible declaration of your expected outcomes**
- **Precise and practical**
- **Used to guide actions**
- **A reflection of knowledge, philosophy, and actions**
- **Underlying and encompassing of the vision**

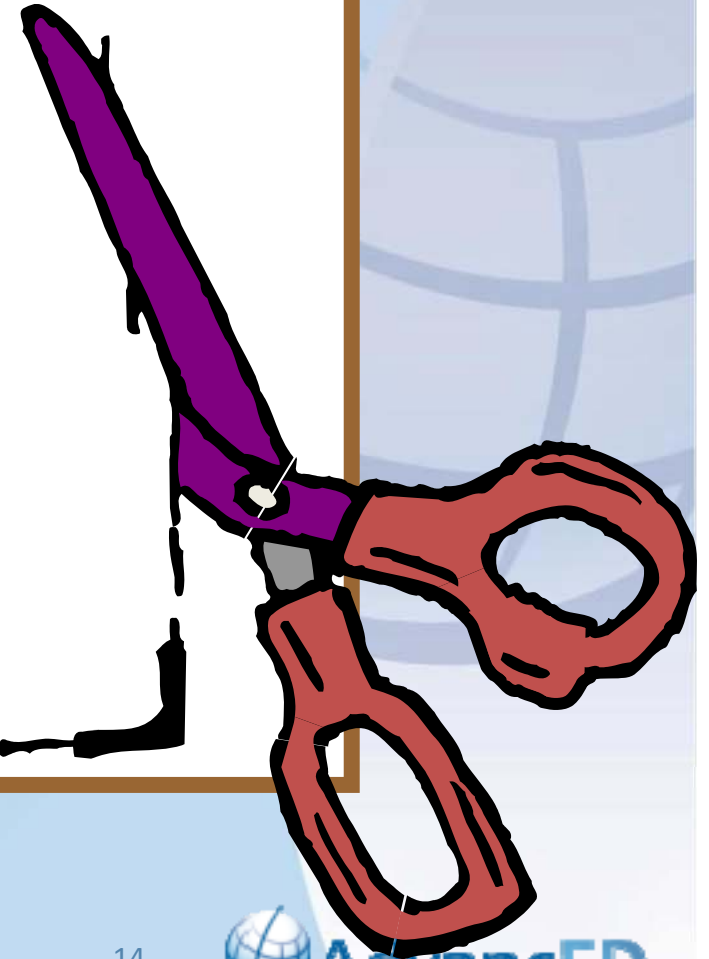
# Activity

## Element: Vision

- 1. What is the current vision, beliefs, mission status in our school/district?*
- 2. When was it last revisited? By whom?*
- 3. What do we need to do regarding our vision, mission, beliefs?*
- 4. What will be our first step?*

# The Profile

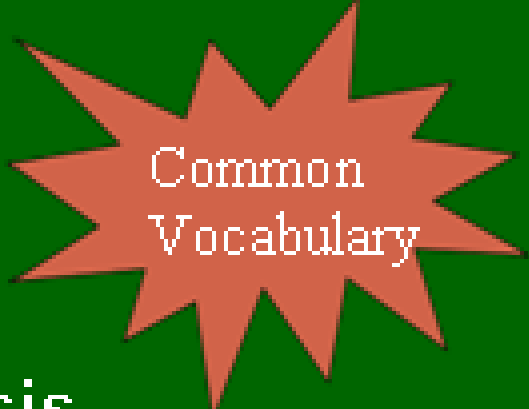
The Profile is part of a comprehensive needs assessment (CNA). It is a concise document that reflects the school and students through clear and compelling data.



# Creating a Common Vocabulary For School Improvement One Common Voice-One Plan

A comprehensive needs assessment \*  
includes three components...

1. School Data Profile/Analysis
2. School Process Profile/Analysis
3. Summary Report (Goals Management)



Common  
Vocabulary

*\*Comprehensive needs assessments may vary,  
however, in Michigan, the School Process Profile  
**must** include one of four designated options.*



## Element: Profile

*Provides rich and accurate description of school's current reality...influences decisions, efforts, and actions*

### **•How is the profile developed and used?**

- School stakeholders collect information/data on students and their performance, school effectiveness, and school & community contexts for learning
- School uses profile to target areas for improvement



## Profile

*The profile provides a framework to identify what needs to be improved.*

## Profile Actions

- Engage in data-driven decision-making
- Identify and validate strengths
- Identify and validate challenges
- Illustrate patterns and trends
- Archive information

# Michigan's Profile

**The profile is designed to support meaningful data and analyses to help staff create significant school improvement goals designed to improve student achievement.**

**The online MDE [School Data Profile Analysis \(SDP/A\)](#) is required to be completed by all schools.**

# Collect Data

What do you already know?  
What data do you need to know?  
What additional information/data do you need to know?  
Where can the information/data be found?

## Demographic or Contextual Data

Describe students, staff, building, community include subgroups

## Achievement/ Student Outcome Data

How students perform on local, state and federal assessments (subgroups)

## Process Data

Policies, procedures, systems in place that define how we do business

AdvancED Assist

## Perception Data

Opinions of staff, parents, community, students regarding the school

# Organize and Sort Data

## Organize Data by Teams

### Sort Data considering:

- Types of data – Achievement/Outcome by content area Demographic, Perception, and Process
- Year that the data represent
- Subgroup breakdowns
- Cohort comparisons (if available)
- Grade level represented

# Analyze Data

Comprehensive needs assessment includes analysis of the school data and school processes

School Data Profile Achieveme  
Demographic  
Process  
Perception



School Data Analysis

- **Questions about school data - Study**  
Identify Strengths and Challenges  
Summarize Content Area

School Process Profile and Analysis

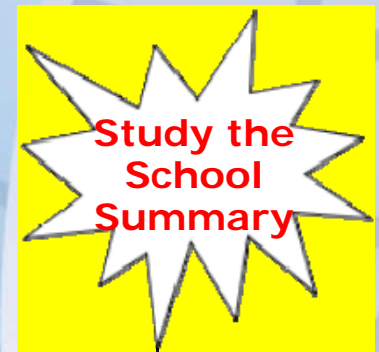
**Self Assessment**  
**AdvancED ASSIST SA**

# School Summary Report

**What challenges are identified in the comprehensive needs assessment School Summary Report (School Data Analysis and the School Process Analysis)?**

**What are the root causes for the gaps?**

- **Greatest needs**
- **Greatest challenges**
- **Additional information or data**



# Activity

## Element: Profile

- 1. What does our current “profile” of data look like?*
- 2. When was it last revisited? By whom?*
- 3. What do we need to do regarding updating our “profile”?*
- 4. What will be our first step?*
- 5. What processes will be used to analyze the data?*



AdvancED® Michigan  
Fall Conference 2011



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**Nov. 8<sup>th</sup> and 9<sup>th</sup>, 2011**

**Register Soon:**

**[www.advanc-ed.org/michigan](http://www.advanc-ed.org/michigan)**

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**Lansing, MI**

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# *Resources*

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[www.advanc-ed.org/mde](http://www.advanc-ed.org/mde)

[www.michigan.gov/mde](http://www.michigan.gov/mde)

Look for School Improvement  
Resources in Instruction and  
Curriculum

# Thank You!

***We appreciate your interest and participation.***

**[www.advanc-ed.org/michigan](http://www.advanc-ed.org/michigan)**

**866-642-4622**