


Figure 3.4. Principal Reflection on Plan, Do, Study, Act Cycle

Stage of School Improvement Process	Reflection on Each Stage
<p>Plan Phase</p> <ol style="list-style-type: none"> 1. We conduct a comprehensive needs assessment and analyze site-level mathematics data to identify school strengths and needs. We use several measures of success to inform the Plan phase. 2. We prioritize the needs of student and teacher learning. We identify three to four needs that are most impactful on student learning. 3. We engage in a root cause analysis and discussions to determine possible action steps. We ensure action steps support meeting the shared mathematics teaching and learning vision. 4. We develop SMART goals or targets that are clear and measurable goals that clarify, for all school stakeholders, the desired outcome of the work. 5. We develop strategies to support meeting the SMART goals. 6. We develop milestones to continuously monitor the intended outcomes. 	
<p>Do Phase</p> <ol style="list-style-type: none"> 1. We implement strategies and actions that are detailed in the SIP and collect data to measure the effectiveness of those actions. 2. We engage in professional learning to build capacity to meet the vision. 3. We secure resources necessary to effectively implement the strategies in the SIP. 4. We have established structures for bidirectional feedback as we implement the strategies and engage in professional learning. 	
<p>Study Phase</p> <ol style="list-style-type: none"> 1. We continually monitor student learning and anecdotal and analytical data that provide evidence of success toward stated goals or targets. 2. We consistently engage in reflection of current practices and the effectiveness of the intended strategies. 3. We continually monitor performance against the anticipated milestones laid out in the SIP. 	
<p>Act Phase</p> <ol style="list-style-type: none"> 1. We consistently assess progress toward the SMART goal or targets to determine the extent to which the strategies were implemented with fidelity to determine the effectiveness of the written SIP. 2. We develop a list of data-driven revisions for the next Plan-Do-Study-Act cycle. 3. We share a summary report of the SIP process and provide stakeholders with a full accounting of how the school performed toward intended goals or targets. 	

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