Developing Major Improvement Strategies

# Background:

Major improvement strategies respond to priority performance challenges, and should dissolve or eliminate the “root cause(s)” of the performance challenges. The steps in developing major improvement strategies include:

1. Focus on a priority performance challenge and the root cause(s).
2. Consider relevant research.
3. Identify a desired future (if action is taken to dissolve root cause(s)) from the perspective of various local stakeholders.
4. Identify strategies to get to the desired future (Brainstorm and Prioritize).
5. Articulate a Theory of Action (If, then, and then).
6. Re-write as a major improvement strategy.

# Focus on a priority performance challenge and associated root cause(s).

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| Priority Performance Challenge | Associated Root Cause(s) |
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Will dramatic change be required to address this root cause(s)? Yes No

# Consider Relevant Research.

What research have we considered?

# Identify a Desired Future.

**Desired future.** If we eliminate the root causes of our performance challenges, what would our preferred future look like? Consider the following stakeholders:

* 1. Students
  2. Staff members
  3. Leadership team
  4. Parents / Community

Examples:

* All students monitor the progress of their learning towards grade-level expectations on a weekly basis and set personal learning goals.
* Teachers daily use data about learning formatively to refocus instruction on their students’ needs.
* Staff members consistently implement identified practices in effective literacy instruction.

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| Stakeholder Group | Preferred Future |
| Students |  |
| Staff Members |  |
| Leadership Team |  |
| Parents/ Community |  |

# Identify Strategies that would result in the preferred future:

* **Brainstorm major improvement strategies.** (Stay at the major strategy level, don’t include smaller action steps.)
* **Prioritize your possible strategies.**

# Articulate a Theory of Action (for priority strategies).

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| ***If…*** | ***Then…*** | ***And…*** |
| This converts an explanation or process into adult action (or an instructional practice).  *Example:* ***If*** *teachers formatively assess students and continuously provide them information about their progress towards grade-level expectations in writing.* | This describes what students will be able to do as a result.  *Example:* ***…Then*** *students will have an understanding of their own writing and progress towards grade-level expectations and will be take action to close any gaps between current performance and the expectations.* | This identifies how to monitor implementation of teacher practices (suggested implementation benchmarks).  *Example:* ***…And*** *teacher records will show that the teacher is tracking the progress students are making towards meeting grade-level writing expectations; classroom observations will show that the teacher is providing students information about their learning progress.* |
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Write as a **major improvement strategy:**