

Indiana Student Achievement Institute

An Initiative of the American Student Achievement Institute

November 2006

InSAI SCHOOL IMPROVEMENT PLANS SERVE MANY USES

Schools accredited by InSAI use one school improvement plan for multiple purposes. Schools simply submit their plan to InSAI who then verifies to the organizations below that the organization's school improvement planning standards have been met.

PUBLIC LAW 221

InSAI is approved by the Indiana State Board of Education as a model for continuous school improvement as defined in P.L. 221.

NORTH CENTRAL ASSN.

Schools may use their InSAI School Improvement Plans for the NCA Peer Review Team Visit and their NCA Documentation Visit. Schools may base their NCA Final Documentation Report on the implementation of the InSAI School Improvement Plan.

NO CHILD LEFT BEHIND

InSAI provides technical support on behalf of the Indiana Department of Education for schools that have not met Annual Yearly Progress (AYP).

TITLE I SCHOOLWIDE

InSAI is approved by the Indiana Department of Education as a provider of technical support for Title I schools wishing to become schoolwide.

InSAI: Raising the Bar • Meeting the Challenge



Mission: The mission of the Indiana Student Achievement Institute is to raise student achievement and close achievement gaps, enabling all students to become successful learners, responsible citizens, and productive workers in a global economy. With this mission in mind, InSAI provides schools and communities with technical assistance for school improvement to promote a culture of high expectations, sound student guidance, effective teaching, and a supportive learning environment.

Foundational Convictions:

- ① All students deserve to be surrounded by a culture of high expectations.
- ② All students deserve a rich array of options for the future.
- ③ All students deserve rich educational and career guidance in order to define the pathways to the options they choose.
- ④ All students deserve a rigorous curriculum and effective teaching within a supportive environment to realize the options and pathways developed through the guidance process.

The Achievement Institute

Institute Format: Teams of six (administrator, counselor, two teachers, parent, and business representative) attend sixteen InSAI sessions over a three-year period (seven sessions in the first year). Between sessions, teams complete tasks with the entire faculty, entire student body, and representatives of community stakeholder groups. Teams are supported by small progress grants and substantial technical assistance.

Raising Expectations: Each InSAI team facilitates discussions designed to help the faculty and community define their core convictions concerning students, learning, and education. While no principles are prescribed, most schools and communities develop convictions around the belief that "all students can learn," and develop a strong commitment to teaching every student. With these beliefs as a foundation, the school-community then embarks upon a systemic change process called *Vision-to-Action*.

Vision-to-Action Systemic Change Process: The *Vision-to-Action* systemic change process brings about whole-school reform, increases in student expectations, and transformation of student guidance, teaching, and the learning environment. The process is vision-based, data-driven (using disaggregated data), and includes a local analysis of sixteen force fields that influence achievement. High-leverage strategies are implemented within targeted force fields. Each strategy is supported by a strategy plan, resistance plan, professional development plan, and evaluation plan.

2006-2007 Funders

- Lumina Foundation for Education
- Indiana Department of Education
- Indiana 21st Century Scholars

2006-2007 Supporters

- Indiana Commission for Higher Educ.
- Indiana Workforce Development
- Indiana Association of School Principals
- Indiana School Counselor Association

Additional InSAI Initiatives

InSAI sponsors several initiatives in addition to the InSAI School Improvement Institute.

Advancing Academic Excellence: This three-year initiative helps high schools increase the percentage of students earning college credit or advanced college standing while in high school. Schools focus on AP, IB, and Duel Credit programs.

Gold Star School Counseling: The Gold Star initiative helps schools transform school counseling to data-driven programs that serve all students and lead to academic success.

PSAT Initiative: This state-wide initiative helps school counselors use the results of the PSAT assessment to help students and parents make academic and career decisions.

Why does InSAI work?

InSAI schools and communities progress through a comprehensive systemic change process called *Vision-to-Action*. This process includes the components of the InSAI change formula (adapted from Dick Beckhard and David Beckhard).

$$C = (D \times V \times K) \times B > R$$

The change formula states that change (C) will occur when dissatisfaction (D) with the status quo, a vision (V) of what is possible, knowledge (K) of the first few steps, and a belief (B) in one's ability to create change are greater than resistance (R). The *Vision-to-Action* process seeks to increase dissatisfaction, vision, knowledge of the first few steps, and belief in self. The process also seeks to actively decrease resistance.

Dissatisfaction with the status quo is created in the *Vision-to-Action* process when teachers, parents, business representatives, and students analyze current achievement data including data that has been disaggregated by gender, ethnicity, economic level, English proficiency, and enrollment in special education. As adults discover the gaps between their current data and their "ideal" data, and gaps in achievement between different groups of students, their sense of dissatisfaction heightens.

Vision of what is possible is created in the *Vision-to-Action* process when teachers, parents, business representatives, and students join together to create a shared vision for student success. The vision is based upon four inquiry questions: 1) What do we believe about students, learning, and education (core convictions). 2) What would be the dispositions and behaviors of the adults in our school and community if they were living by their core convictions in everything they did? 3) What would be the dispositions and behaviors of our students if the adults were living by their core convictions? 4) What would be the ideal student achievement data for our school? By developing a shared vision for student success, educators, parents, business representatives, community members, and students have a common purpose and common direction. Everything that follows in the *Vision-to-Action* process is designed to move the school and community closer to the vision.

Knowledge of the first few steps occurs at each training session. During each session, participants observe InSAI staff members model presentations and discussions that they will replicate at home with their faculty, community, and student body. Participants also practice the activities to experience what their school and community members will encounter as they do the activities at home. Participants complete an Activity Planning Guide to reinforce the "first few steps" following each session.

Belief in oneself as a change-maker is created in the *Vision-to-Action* process as the Steering Team (principal, two teachers, counselor, parent, and business representative) work through each training session. As participants practice each activity they will be facilitating at home, and as they receive feedback from other schools and the InSAI staff, team members become aware of their role as a leader and change-maker in their school and community. Confidence is built through feedback and coaching from the InSAI staff and from the successes teams experience as they implement the *Vision-to-Action* process.

Resistance is addressed throughout the *Vision-to-Action* process. InSAI participants learn to "embrace the resistance" with an open mind. Active listening skills are taught and participants practice identifying the concerns behind resistance. In most cases, participants discover that if they address the concerns behind one's resistance, they are likely to help the resister become an active supporter of school improvement. At each training session, the Steering Team discusses current resistance and develops an action plan for addressing resistance.



InSAI Schools Raise Student Achievement!

<p style="text-align: center;">ALL InSAI SCHOOLS</p> <p style="text-align: center;">% Gain in Passing ISTEP Tests: 2002→2003 Across Tests and Grade Levels (Indiana PL221 Accountability Measure)</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">All Indiana Schools</td> <td style="text-align: center;">InSAI Schools</td> </tr> <tr> <td style="text-align: center;">3.3 % gain</td> <td style="text-align: center;">5.0 % gain</td> </tr> </table>	All Indiana Schools	InSAI Schools	3.3 % gain	5.0 % gain	<p style="text-align: center;">OTWELL ELEMENTARY SCHOOL Otwell, Indiana Rural, 204 students, 44% Free/R, 1% minority</p> <p style="text-align: center;">% of all ISTEP Tests Passing - Across Tests and Grade Levels (Indiana PL221 Accountability Measure)</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">2002</td> <td style="text-align: center;">54.8 %</td> <td style="text-align: center;">2004</td> <td style="text-align: center;">78.1 %</td> </tr> <tr> <td style="text-align: center;">2003</td> <td style="text-align: center;">76.2 %</td> <td style="text-align: center;">2005</td> <td style="text-align: center;">87.2 %</td> </tr> </table>	2002	54.8 %	2004	78.1 %	2003	76.2 %	2005	87.2 %		
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<p style="text-align: center;">WEST SIDE JUNIOR HIGH SCHOOL East Chicago, Indiana Urban Fringe, 481 students, 91% Free/R, 97% minority</p> <p style="text-align: center;">% of all ISTEP Tests Passing - Across Tests and Grade Levels (Indiana PL221 Accountability Measure)</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">2002</td> <td style="text-align: center;">35.5 %</td> <td style="text-align: center;">2004</td> <td style="text-align: center;">51.9 %</td> </tr> <tr> <td style="text-align: center;">2003</td> <td style="text-align: center;">46.4 %</td> <td style="text-align: center;">2005</td> <td style="text-align: center;">56.1 %</td> </tr> </table>	2002	35.5 %	2004	51.9 %	2003	46.4 %	2005	56.1 %	<p style="text-align: center;">LINCOLN SENIOR HIGH SCHOOL Cambridge City, Indiana Rural, 339 students, 27% Free/R, 1% minority</p> <p style="text-align: center;">% of all ISTEP Tests Passing - Across Tests and Grade Levels (Indiana PL221 Accountability Measure)</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">2003</td> <td style="text-align: center;">61.7</td> <td style="text-align: center;">2004</td> <td style="text-align: center;">68.8</td> <td style="text-align: center;">2005</td> <td style="text-align: center;">73.1</td> </tr> </table>	2003	61.7	2004	68.8	2005	73.1
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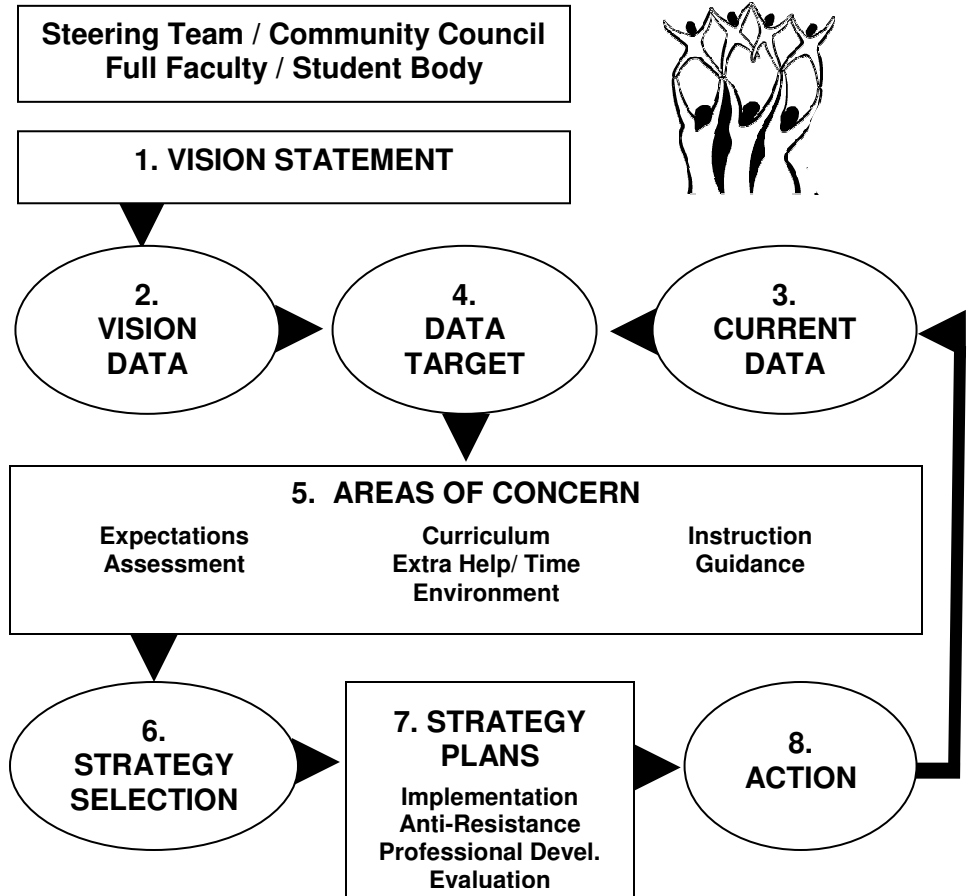
TECHNICAL SUPPORT

The National Clearinghouse for Comprehensive School Reform reports that a component necessary for school improvement is "high-quality external technical support and assistance from an external partner with experience and expertise in school wide reform and improvement." ASAI provides significant technical support to schools through regularly scheduled training sessions (every 6-9 weeks), written feedback on all implementation tasks, scheduled team consultations between sessions, and on-call support.

ASAI ONLINE DATA SYSTEM

ASAI provides schools with an online data management system. Each school's online system is *customized* to reflect the achievement data available for the school. The online system allows schools to store documents and data, and print reports. Together, these reports make up the school improvement plan including data tables, data target charts, force field reports, strategy plans, and a master implementation calendar.

**VISION-TO-ACTION
School Improvement Model**



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Indiana Conference on Learning: February 5, 2007

MEET THE InSAI LEADERSHIP TEAM

Sue Reynolds, Executive Director

Sue has twenty years of experience in the public schools and pioneered the *Vision-to-Action* school improvement process at Indian Creek High School. A former consultant for the Indiana Department of Education, Sue has presented keynotes and workshops in 23 states. Sue is a recipient of the National High School Counselor of the Year award.

Bruce Ricklin, Director of Operations, Finance and Human Resources

Bruce has served as a regional director for Tech Prep, School-to-Work, and the South Central CAPE School-to-Career initiative. He also served as an InSAI Steering Team member for Clear Creek Elementary School. Bruce is a popular speaker on topics related to student engagement.

Amy Drake, Director of Technology

Amy has worked as the GEAR UP director for Orange County where she served as an InSAI Steering Team member for Orleans, Paoli, and Springs Valley high schools. Amy has also worked as a high school English teacher.

Susan Eldridge, School Support Specialist

Susan joins the InSAI leadership team after working for Lincoln Middle School where she served as a member of the InSAI Steering Team. She is a recipient of the National Middle School Association, "Teams That Make a Difference Award."

Mary Beth Hilinski, School Support Specialist

Mary Beth holds a degree in elementary education with a middle school math endorsement. Prior to joining the ASAI team, Mary Beth was a math teacher at New Harmony School where she also served as an InSAI Steering Team member.

Tina Weisman, School Support Specialist

Tina has twenty years experience as an Indiana teacher and was principal at Otwell ES where she served as a member of the InSAI Steering Team. She has strengths in curriculum development and is a former president of the Indiana Council of Teachers of English.

Kerri Hojem, Operations Office Manager

Kathy Adams, General Office Manager

Rhonda Ruybal, Bookkeeper

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InSAI is an initiative of the American Student Achievement Institute, a non-profit, tax-exempt organization that assists schools with the process of change for the purpose of raising student achievement and closing achievement gaps.

InSAI RECOGNITION

- Featured as one of eight national highlights in the Council of Chief State School Officers' "School Improvement Policy Brief," 2006
- Cited in the Indiana Education Roundtable Newsletter for making "remarkable progress" in Indiana schools, 2005
- Recognized by Pathways to College Network (Boston), as being one of a hundred programs across the country that incorporate "research-based effective practices" to improve college access and success," 2004.
- Recognized by the Indiana Department of Education as being an approved provider of technical support for school improvement planning (PL221, Title I Schoowide, and No Child Left Behind)

InSAI HISTORY

The Indiana Student Achievement Institute began in 1991 as the Indiana School Guidance and Counseling Leadership Project (ISGCLP). To date, 334 Indiana schools and over 2,000 participants have participated in the InSAI Institute. Originally funded by Lilly Endowment, InSAI is currently funded by the Lumina Foundation, Indiana Department of Education, and the Indiana Twenty-first Century Scholars.

ASAI BOARD OF DIRECTORS

David Dodson, President, MDC, Inc.
 Chapel Hill, North Carolina

Sue Reynolds, Executive Director, American Student Achievement Institute
 Columbus, Indiana

Gayle Williams, Executive Director, Mary Reynolds Babcock Foundation
 Winston-Salem, North Carolina

InSAI TESTIMONY**SCHOOL ADMINISTRATORS**

- By providing a structured process which engages staff, InSAI has proven to be extremely beneficial in helping us meet the expectations of P.L. 221.
 - Dr. Ed Eiler, Superintendent, Lafayette School Corporation
- InSAI provides a proven model for increased academic achievement. The main components of the *Vision-to-Action* process rely on data and total community involvement to drive decisions. InSAI's greatest attribute is the potential for change to improve the lives of students.
 - Steve Morris, Principal, Clarksville High School
- InSAI was the tool that gave me peace of mind because from the very first meeting, it was evident that this is a working model and not a procedure that is shelved.
 - Mike Manning, Principal, Randolph Southern Jr-Sr HS
- Schools want to be data driven, but most of us don't really know how to get there. InSAI teaches schools how to not only gather the relevant information but how to turn that information into strategies which will positively impact student achievement.
 - Harriet Henry, Principal, Creekside Elementary School
- Through the *Vision-to-Action* process we have improved our ISTEP test scores. InSAI helped us to be less isolated. We now work collaboratively with parents and the community in discovering solutions for raising student achievement.
 -- Victoria Rogers, Principal, Clear Creek Elementary School

TEACHERS, COUNSELORS, COMMUNITY

- The InSAI process is the best approach to serious school improvement. InSAI provides a solid foundation on which to build the change process, plenty of support – both technological and moral – and the tools which empower schools to change the course of "the institution" which so often defies change. Every school should participate in InSAI.
 - Marty Brewer, Teacher, Tell City Junior High School
- InSAI has inspired me to keep working toward excellent standards. The leadership at these meetings has been, and continues to be, wonderful. The support and advice is unending!
 - Patty Renn, Teacher, Borden Elementary School
- The InSAI program helps educators follow a sound, clearly defined plan to improve student achievement. Without InSAI, we would have found ourselves in a quagmire of bureaucratic red tape, not knowing in which direction to go. This is an outstanding, effective program.
 - Sharon Conner, Counselor, Whiteland Community HS
- InSAI equipped me with the *Vision-to-Action* process which I have already used at work, church, and with potential contacts. I have greater respect for educators. The InSAI staff members have great enthusiasm and were available with practical and realistic solutions and tips for working through any issues that came up.
 - Ruth Ann Hendrix, Community Member, Cortland Elem. Sch.