

School Improvement Plan (SIP) Guidelines and Template



Overview

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at your school. Your SIP should outline the work you will do this year to meet the end-of-year student achievement goals outlined in the district's SY15-16 Accelerated Improvement Plan (AIP).

An effective SIP will:

- Build off of previous work in your school, including last year's SIP
- Be based in an analysis of data about your school's performance
- Reflect school-specific needs identified through this data analysis and be aligned to the priorities outlined in the AIP
- Be regularly updated throughout the year if student work suggests that progress is not on track

Process

There are 4 steps to the SIP process:

1. **Set goals aligned to the AIP:** Set student learning goals that meet the final outcomes in the AIP.
2. **Use data to determine school-specific strengths and weaknesses for each AIP objective:** Review your school's SIP, its implementation, and your school's student results from last year to identify components that worked well and others that were challenging. Use this information to update your school's strengths and focus areas for the upcoming school year with an emphasis on assessing your school's progress related to the objectives in the AIP.
3. **Develop strategies/actions to address focus areas:** Develop strategies/actions and specific activities to address the reasons that students struggle, which you identified in Step 2. Include a small set of benchmarks to help you assess whether you are on track to meet your end-of-year goals along the way. Among other benchmarks, you should include those that are in the AIP.
4. **Implement and adjust throughout the year:** Implement the SIP, and continue to use the plan as a "living" document throughout the year. If student data suggests that a strategy/action is not working, the SIP should be revised and updated to reflect the steps you will take to ensure students learn. Instructional liaisons will meet with each principal twice monthly to provide frequent monitoring and support to ensure schools are on track to meet their benchmarks in November, February, and May and to discuss what mid-course corrections may be required.

Shared ownership of the SIP is an essential part of the school improvement process. You are encouraged to develop your SIP in collaboration with your staff, such as your School Instructional Leadership Team (SILT). Members of the SILT may include:

- Principal
- Teaching Learning Specialist (if applicable)

- One teacher from K-2 and 3-5 (elementary schools), or from each content area (secondary schools)
- A special education teacher
- An ELL teacher
- Member of the guidance team

Please submit a draft of your SIP to Jason DeFalco by Thursday, October 1. Feedback on SIPs will be provided by Friday, October 16.

Overview of the AIP

As mentioned above, your SIP should be aligned to the district's plan to raise student achievement. This plan is articulated in the AIP. The four objectives in the AIP include:

- **Integrate efforts around planning, instruction, and assessment (Objective 1):** The district will provide teachers and school leaders with focused professional development and resources to plan and deliver lessons aligned with rigorous curriculum, to measure the impact of instruction on student learning, and make adjustments to instruction based on data, as needed.
- **Develop robust student support systems (Objective 2):** The district will develop systems to identify and support students with a range of unique needs, including social-emotional, special education, and ELL needs.
- **Increase the rigor of instruction (Objective 3):** New Bedford Public Schools will continue its work to increase the capacity of principals to serve as effective instructional leaders through professional development at bi-monthly Principals' Meetings and supports from the Office of Instruction. A major focus of this work will be on helping increase the rigor of classroom instruction by delivering training to school staff during the additional 20 hours of PD this year.
- **Engage parents as partners (Objective 4):** Teachers and principals will engage families as partners in their child's education, identifying venues to reach unengaged parents, and collaborating with engaged parents to support their child. The district will develop proactive communication plans for critical district activities to keep the community informed and include community input when possible.

How to use this template

The rest of this document includes a template you can use to write your SIP. The template includes the four components that are required for your SIP. Instructions for each section can be found at the beginning of the relevant section.

School Improvement Plan

School Year 2015-2016

School: *Carney*

Principal: *Karen Treadup*

Section 1. Set goals aligned to the AIP

Instructions: Analyze EOY Galileo data from last year to help set your end-of-year goals for the current school year. You must set three student learning goals, which are aligned to the student learning goals in this year's AIP:

1. By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in ELA and Math for grades 6-12
2. BY EOY, the district will see at least 10% of students in warning move into needs improvement in ELA and Math
3. By EOY, the district will see at least 10% of students in proficient move into advanced in ELA and Math

Note: Since EOY PARCC scores might not be available yet, please use EOY Galileo scores from last year as a substitute baseline proficiency level for planning purposes. You should have a system to revisit your student data throughout the year, as we get data from BOY Galileo, PARCC, MOY Galileo, and other assessments.

(a) Describe the goals you have for student outcomes, in terms of approximate number of students that you need to move to meet each of the three goals listed above.

According to the 2015 EOY data:

Grade 2 – ELA: 23 students did not score proficient or above
4 students scored warning
0 students scored advanced
Math: 22 students did not score proficient or above
4 students scored warning
26 students scored advanced

Grade 3 - ELA: 26 students did not score proficient or above
0 students scored warning
10 students scored advanced
Math: 8 students did not score proficient or above
3 students scored warning
58 students scored advanced

Grade 4: ELA: 54 students did not score proficient or above
6 students scored warning
2 students scored advanced
Math: 39 students did not score proficient or above
4 students scored warning
32 students scored advanced

Grade 5 - ELA: 35 students did not score proficient or above
2 students scored warning
11 students scored advanced
Math: 22 students did not score proficient or above
5 students scored warning
46 students scored advanced

Total Grades 2-5

ELA: 138 students did not score proficient or above (40% of those students were in Grade 4)
12 students scored warning (50% of those students were grade 4)
23 students scored advanced

Math: 91 students did not score proficient or above (43% of those students were in grade 4)
13 students scored warning
162 students scored advanced

ELA: In order to reach the goal of reducing the number of students that did not score proficient or higher by 40%, 55 more students will need to score proficient or above on the 2016 EOY Benchmark.

In order to reach the goal of reducing the number of students that scored warning by 10%, 2 less students

will score in the warning category on the 2016 EOY Benchmark.

In order to reach the goal of increasing the number of students that score advanced by 10%, 3 more students will score advanced on the 2016 EOY Benchmark.

Math: In order to reach the goal of reducing the number of students that did not score proficient or higher by 40%, 37 more students will need to score proficient or above on the 2016 EOY Benchmark.

In order to reach the goal of reducing the number of students that scored warning by 10%, 2 less students will score in the warning category on the 2016 EOY Benchmark .

In order to reach the goal of increasing the number of students that score advanced by 10%, 17 more students will score advanced on the 2016 EOY Benchmark.

(b) Describe the process or system you will use to revisit student data throughout the year and track progress toward your goals as new data become available.

Here are some examples for tracking student data that could be helpful resources:

- *Putting every student name on a post-it and tracking them across achievement levels based on the most current benchmark assessment data*
- *Tracking proficiency levels on unit assessments by grade level or classroom*
- *Tracking number of students demonstrating mastery by standard to help identify what parts of the content need revisiting*

You can find data wall systems online, for example:

- *Photos and samples: <http://www.teachthought.com/teaching/what-a-data-wall-looks-like/>*
- *DESE guidance, see section 6.2.2T) <http://www.doe.mass.edu/apa/ucd/ddtt/toolkit.pdf>*

**Data walls will be constructed to track student progress from BOY to MOY to EOY.
Teachers will track classroom level data to determine which standards have been mastered by which students and which standards need to be retaught to which students.
TCTs will track the same data at the grade level and report it to the SILT.
Grade level data will be tracked by the principal, assistant principal and TLS with a display of data in the office area.,**

Section 2. Use data to determine school-specific strengths and weaknesses for each AIP objective

Instructions: School leaders must analyze data in order to create a school-specific plan to meet the student learning goals established in Section 1. This section is intended to help you look at student work in a meaningful way and to help you identify your school’s strengths and the areas you will focus on this year to improve student outcomes.

Focus on analyzing your school’s progress on work related to the four objectives in the AIP, as these are the key levers that the district believes will lead to change. Not every objective may be a focus area for every school. The district’s four objectives are outlined on page 3.

Answer questions (a) and (b) in the space provided. Potential data sources to use to answer these questions include:

Student performance data:

- PARCC/MCAS item analysis, if available
- DIBELS
- Galileo
- Formative assessments
- Examples of student work
- Final exams

Instructional data:

- Observation data on curriculum and instruction
- Feedback to teachers

Student indicator data:

- Student attendance
- Disciplinary data
- SPED referrals
- Graduation/dropout data
- Intervention data
- Mobility
- Course failures

Teacher data:

- Teacher attendance
- Teacher evaluations
- Tiering of teachers
- TELL Massachusetts survey

(a) What progress did your school make last year in student learning?

All grade levels (K-2) saw an increase in the number of students who benchmarked on the DIBELS from BOY to EOY. Kindergarten had 64% of students benchmark on BOY which increased to 71% on EOY. Grade 1 had 53% benchmark on BOY which increased to 84% on EOY, and Grade 2 had 84% benchmark on BOY which increased to 96% on EOY.

According to the data from the district benchmarks, 63% of grade 2 students scored proficient or higher on the Math BOY benchmark which increased to 80% on the EOY benchmark. 80% of Grade 3 students scored proficient or higher on the Math BOY benchmark which increased to 92% on the EOY benchmark. 49% of grade 4 students scored proficient or higher on the Math BOY benchmark which increased to 62% on EOY. 69% of grade 5 students scored proficient or higher on the Math BOY benchmark which increased to 74% on EOY.

According to the data from the district benchmarks, 52% of grade 2 students scored proficient or higher on the ELA BOY benchmark which increased to 80% on the EOY benchmark. 47% of Grade 3 students scored proficient or higher on the ELA BOY benchmark which increased to 75% on the EOY benchmark. 47% of grade 4 students scored proficient or higher on the ELA BOY benchmark which decreased to 46% on EOY. 58% of grade 5 students scored proficient or higher on the ELA BOY benchmark which increased to 60% on EOY

(b) What did students struggle with last year? Why? Please consider data by grade level and subject.

Questions to consider include:

- **Where are the strong classrooms and grades? How can you use them to lift up other grades and classrooms?**
- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

The Carney Academy SILT has analyzed data from various sources, including DIBELS, district benchmarks and student work samples and has determined the following focal areas for the 2015-2016 school year:

- *Improve reading comprehension across the curriculum with a focus upon developing vocabulary, identifying key ideas and details, and writing in response to multiple texts.*
- *Improve conceptual understanding of fractions, geometry and measurement needed to accurately solve word problems.*

Section 3. Develop strategies/actions to address focus areas

Instructions: Based on your analysis of student needs in Section 2, especially question (b), identify 2-4 focus areas for your school to pursue this year. These focus areas should be high-impact levers that you believe will drive student achievement, and should be aligned to the AIP. In the space below, list each

focus area and the specific strategies and activities you will complete as part of this focus area to raise student achievement.

Once you have developed these focus areas, identify one benchmark that you will use to measure student progress by November 1, February 1, and May 1. These benchmarks should be based on student work—not adults’ actions. They will be used as part of the focus areas that you discuss with your instructional liaison. You do not need a benchmark for each individual focus area.

(a) List your school’s primary focus areas and 1-3 secondary focus areas for this year. At least one should be ELA/literacy-focused and at least one should be math-focused. These focus areas could be either general (e.g., improve reading comprehension, improve writing) or standard-specific (e.g., improve narrative writing).

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|---|
| <ol style="list-style-type: none"> 1. Focus Area: Literacy / Writing 2. Focus Area: Math 3. Focus Area: Student Wellness 4. Focus Area: Family/Community Engagement |
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#1 Focus Area: *Improve reading comprehension across the curriculum with a focus upon developing vocabulary, identifying key ideas and details, and writing in response to multiple texts.*

Activities	Person(s) Responsible	By when
Use district ELA benchmarks and CFA’s to monitor student progress in reading comprehension skills.	Teachers, TLS, Principal, Asst. Principal	Sept - June
Utilize DIBELS to progress monitor oral reading fluency.	Teachers	October - June
Identify at risk students through data analysis during SILT and TCT	SILT, TCT	October- June
Provide extra supports and interventions for students struggling in phonics, phonemic awareness and fluency utilizing research based reading interventions such as Visual Phonics, Lively Letters, and My Sidewalks.	Teachers, Paraprofessionals	September - June

Share resources and provide PD on visible thinking strategies, close reading and higher order thinking skills for teachers to develop their repertoire of instructional strategies.	Principal, Asst. Principal, TLS, Teachers, Dept. Heads	Sept - June
Provide training on literacy instruction, assessment and using Reading Street to teachers during PD days, staff meetings, etc.	Principal, Asst. Principal, TLS, Teachers, Dept. Heads	Sept - June
Incorporate vertical team planning into TCT time	Principal, Asst. Principal, TLS, Teachers	October
Provide the opportunity for teachers to participate in learning walks within the school to gain insight of best practices and instructional strategies. Expand walks to include other schools in the district.	Principal, Asst. Principal, TLS, Teachers	October - June
Focus on monthly writing prompt during “Looking At Student Writing” to determine strengths, weaknesses and trends. Plan/adjust instruction based upon the data.	Principal, Asst. Principal, TLS, Teachers	October - June
Collect writing samples from students to develop writing portfolios.	Principal, Asst. Principal, Teachers, TLS	Monthly
Implement school wide read of a pre-selected realistic fiction chapter book to be used simultaneously in K-5 classes with pre-selected vocabulary, comprehension questions and writing prompts.	Principal, Asst. Principal, TLS, Teachers	December

#2 Focus Area: *Improve conceptual understanding of fractions, geometry and measurement needed to accurately solve word problems.*

Activities	Person(s) Responsible	By when
Communicate math problem solving with a focus on fractions and geometry as a school-wide priority	Principal, Asst. Principal, TLS	September
Administer ongoing assessment to monitor student progress, inform instruction, and identify students in need of intervention.	Principal, Asst. Principal, TLS, Teachers	September - June
Utilize assessment data to develop flexible groups to provide instruction and strategies consistent with students needs for remediation, acceleration and enrichment in grades 2 through 5.	Principal, Asst. Principal, TLS, Teachers	October - June

Provide training on math instruction, assessment and using enVisions to teachers during PD days, staff meetings, etc.	Principal, Asst. Principal, TLS, Teachers, Dept. Heads	Sept - June
Incorporate manipulatives (i.e. fraction bars, base ten materials), mental math, basic fact strategies, and problem solving strategies into math lessons during a 90 minute math block.	Teachers, TLS	Sept - June
Use Math journals at all grade levels (2-5) to record math vocabulary and problem solving strategies.	Teachers, TLS	Oct - June
Provide the opportunity for teachers to participate in learning walks within the school to gain insight of best practices and instructional strategies. Expand walks to include other schools in the district.	Principal, Asst. Principal, TLS, Teachers	October-June
Use of Math graphic organizers to answer math word problems	Teachers, TLS	October-June
Create vertical math vocabulary list (K-5)	Teachers, TLS, Principal, Asst. Principal	October-November

#3 Focus Area: *Develop social and emotional wellbeing of all students*

Activities	Person(s) Responsible	By when
Implement Second Step curriculum in K-5 classrooms	SACs	September - June
Participate in the “Breakfast in the Classroom” Program	Teachers, Principal, Asst. Principal, Cafeteria Staff	September - June
Develop a behavioral system that focuses on positive behaviors.	Behaviorist, SACs, Teachers, Principal, Asst. Principal	October
Provide services to ELL students and SPED students to provide them with access to the curriculum.	ESL Teacher, SEI Teachers, Sped Teachers, Paraprofessionals	September - June
Celebrate diversity through student created projects, assemblies focusing on a theme per month	Teachers, Principal, Asst. Principal	October - June

Establish a Carney Academy “Wall of Fame” with photos and bios of prior students who have made a contribution to society.	Principal, Asst. Principal, SACs, PTO	May
Establish a visual representation of the various colleges that former Carney Academy students have attended.	Principal, Asst. Principal, Art Teacher	May

#4 Focus Area: *Strengthen the relationships between the school and the family / community partners*

Activities	Person(s) Responsible	By when
Develop a monthly newsletter/calendar with school events	Principal, Asst. Principal, PTO	September - June
Distribute weekly evaluations to students Grades K-5	Teachers	September - June
UMass Dartmouth college students will be assigned as tutors to classrooms to provide positive role models for Carney students.	Asst. Principal, UMass Coordinator, Teachers	September - December January - May
Schedule family oriented events along with the PTO at the school such as Literacy Nights, Math Nights, Carney Carnival, Movie Night, Winter Wonderland, Passport Around the World, etc	Principal, Asst. Principal, PTO	September - June
Continue partnership with the New Bedford Council on Aging which places “foster grandparents” in the classrooms	Principal, Asst. Principal, Council on Aging Representative, Foster Grandparents	September - June
Continue partnership with the Whaling City Alternative Program for students to serve as mentors and interns with Carney Academy students and teachers.	Principal, Asst. Principal, SACs, Teachers, Whaling City Staff and Students	October - June
Utilize the Blackboard Connect phone messaging system to relay information to families through an automated phone message.	Principal	September - June

(b) How will you measure student progress along the way? Please list at least one way you will measure student progress by November 1, February 1, and May 1.

	Benchmark
<p>What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>Grade Level Weekly Assessments Grade Level Unit Assessments Common Formative Assessments Student Work Samples DIBELs (Progress Monitoring)</p>
<p>What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>MOY DIBELs MOY ELA/Math District Benchmarks Grade Level Weekly Assessments Grade Level Unit Assessments Common Formative Assessments Student Work Samples DIBELs (Progress Monitoring)</p>
<p>What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>Grade Level Weekly Assessments Grade Level Unit Assessments Common Formative Assessments Student Work Samples DIBELs (Progress Monitoring)</p>

Note: This year, Office of Instruction liaisons will meet with principals twice monthly to conduct learning walks with an emphasis on monitoring and supporting the implementation of SIPs, including how well teachers are implementing key strategies from recent trainings. Liaisons will help principals develop and execute plans to provide extra support to teachers, as needed.

Section 4. Develop a targeted PD plan to support SIP

Instructions: Identify 2-3 instructional focus areas that are aligned to your school’s SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.

(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
What is it we want kids to know and be able to do?	<ul style="list-style-type: none"> - lesson plans will answer guiding questions and include mastery objectives - students will know and understand what is expecting of them at all times - students will be able to explain and apply the standards of math practice - students will accurately use math vocabulary 	<ul style="list-style-type: none"> -mastery objectives have been posted in classrooms -teachers have been applying feedback on lesson plans 	<ul style="list-style-type: none"> -appropriate pacing for envisions topics -evidence of preparedness as a result of effective planning
How are we going to get them there?	<ul style="list-style-type: none"> -teachers asking questions that require deep thinking -teachers selecting rigorous text appropriate for close reading -students annotating text to comprehend and identify text structures -students applying strategies to unpack word problems and explain their methodology -teachers implementing SEI strategies to give EL’s access to the curriculum -students using manipulatives to facilitate understanding of conceptual math topics 	<ul style="list-style-type: none"> -many teachers have completed the SEI endorsement course 	<ul style="list-style-type: none"> -more student talk and less teacher talk -use of questioning to drive instructional practice -language rich classrooms with language objectives, word banks, and anchor charts -students showing multiple ways to figure out math problems and explain/justify their thinking

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.

Focus area 1:	<ul style="list-style-type: none"> What is it we want kids to know and be able to do? 		
Instructional strategies:	Lesson planning and learning objectives	Approximate dates:	[enter timeline]
Meeting	Learning objectives for teachers		Support needed
October 14	To learn how to use the ELA Curriculum Units of Study, Curriculum Maps and writing guides to plan lessons.		
October 28	To unpack the standards of math practice		
November 12	To develop a math vertical vocabulary guide		

Focus area 2:	<ul style="list-style-type: none"> How are we going to get them there? 		
Instructional strategies:	Best practices	Approximate dates:	[enter timeline]
Meeting	Learning objectives for teachers		Support needed
November 19	To ask effective questions that will provoke student thinking and deepen conceptual understanding in the classroom		
December 9	choose text that is appropriate for close reading and to plan for instruction that supports students' development of the habits associated with careful, multi-engagement reading of literary text		

December 17	choose text that is appropriate for close reading and to plan for instruction that supports students' development of the habits associated with careful, multi-engagement reading of literary text	
January 13	To learn strategies to help students unpack word problems	
January 27	To incorporate SEI strategies into instruction	
February 10	To use manipulatives to develop conceptual understanding of fractions	
February 24	To use manipulatives to develop conceptual understanding of geometry	

Focus area 3:	<ul style="list-style-type: none"> How are we going to know? 		
Instructional strategies:	Checks for understanding, formative assessments, LASW	Approximate dates:	[enter timeline]
Meeting	Learning objectives for teachers	Support needed	
March 9	Develop LASW protocol		
March 23			
April 13***	PARCC Training		

Focus area 3:	<ul style="list-style-type: none"> What are we going to do if they don't get there? 		
Instructional strategies:	differentiation, reteach, small group	Approximate dates:	[enter timeline]
Meeting	Learning objectives for teachers	Support needed	
April 27	Math Centers		
May 11	Guided Reading Groups		
May 25	Enrichment Activities		
June 8			
June 25			

