

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: *Whaling City*

Principal: *Arnold Chamanlal*

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.

Spring 2015 Data			
	% of students no proficient or advanced	% of students in warning	% of students proficient
ELA	40%	0%	60%
Math	80%	50%	20%

- By EOY, Whaling City will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades 6-12.
- BY EOY, Whaling City will see at least 10% of students in warning move into needs improvement in ELA and Math for grades 6-12.
- By EOY, Whaling City will see at least 10% of students in proficient move into advanced in ELA and Math for grades 6-12.
- By EOY, Whaling City will increase student standardized test participation by 40% in the 2015-2016 academic year (Galileo, MCAS, PARCC).

(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>*

1. Whaling City will institute a Data Wall in the Principal's Office to track the following:
 - Attendance
 - Tardies
 - Suspensions
 - BOY, MOY, EOY Galileo Data
 - MCAS and PARCC data when available
 - Drop-Out Data
 - Retention
2. Whaling City has also implemented a monthly progress report system for each student enrolled at Whaling City. These reports will allow us to monitor the academic and behavioral progress of each student so that we may address struggling students much earlier and more efficiently throughout the 2015-2016 academic year.
3. Whaling City has instituted focused weekly PLCs organized into Middle School and High School cohorts since 9-15-15. At the PLCs, teachers analyze classroom data and design strategies to improve instruction.

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
- Final exams
- DIBELs
- Galileo
- Formative assessments
- Examples of student work

Instructional data:

- Observation data on curriculum and instruction
- Feedback to teachers

Student indicator data:

- Student attendance
- IEPs and 504s
- 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?

- Eleven students graduated from the high school at Whaling City in June of 2015.
- Fifteen students moved up to the ninth grade from the middle school at Whaling City in June of 2015.
- 2014-2015 high school MCAS ELA scores exceeded annual goal with 60% proficient and 0% in warning or failing.
- 100% of high school students passed MCAS ELA in the Spring of 2015
- A multidisciplinary behavior support team was implemented in 2014-2015, meeting weekly to establish sound behavior protocols and collect data relevant to student success involving 100% of students
- Whaling City reinforced community partnerships via monthly collaborative meetings with DCF to discuss all DCF/Court involved students
- Service learning programs at Carney Academy involving seventeen Whaling City students and

thirty Carney Academy students

- Increased the number of teacher/staff evaluations during 2014-2015 to involve 100% of teachers
- 100% of graduating seniors (eleven) applied to and were accepted by BCC and were encouraged to pursue higher education and career goals
- 100% of students labeled as dropped were contacted and encouraged to reenroll in school. Five of these students reenrolled in our alternative pathways.
- 100% of students (fifteen) enrolled in the after school program were introduced to a blended learning model whereby students were exposed to both technology and traditional classroom cohorts.

(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?**

- Middle school students struggled with behaviors in class and during transitions, as evidenced by the high number of discipline reports, with 769 discipline reports.
- Students' weakness in math, coupled with an underperforming math department, led to low standardized test scores: 80% of students scored Not Proficient or Advanced, with only 20% scoring Proficient and 50% scoring Warning on the MCAS.
- According to the Galileo Math data, 100% of middle school students (eight) scored in the Lower Growth/Lower Achievement or Higher Growth/Lower Achievement categories. No students scored Higher Achievement categories.
- According to Galileo Math data, 67% of high school students scored in the Lower Growth/Lower Achievement or Higher Growth/Lower Achievement categories. 23% scored in the Higher Growth/Higher Achievement category.
- Whaling City struggled to provide ELL and Special Education students with a substantially separate placement, appropriate instruction and prescribed interventions given the high percentage of special education students, averaging approximately 35 to 40%. Of note, there are no teachers who are special education certified at the high school level.
- There were five high school students identified as English Language Learners. The average WIDA Access Score was a one. These students failed classes at a rate of 37%. There are no certified ELL teachers at Whaling City.
- Attendance continued to be an issue at Whaling City, with a steady decline as the year progressed with a total absentee rate of 23%.
- Whaling City had numerous vacant positions throughout the year including a math teacher, SPED teacher, and behavioral support positions.

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).

<p>Primary Focus Area:</p> <ul style="list-style-type: none"> • Improve the rigor of instruction to meet the needs of our diverse students with an emphasis on literacy <p>2-3 Secondary Focus Areas:</p> <ul style="list-style-type: none"> • Increase daily attendance, decrease tardies, and reduce drop-out rate. • Improve school culture

#1 Primary Focus Area: Instructional Rigor

Activities	Person(s) Responsible	By when
Teachers will develop professional SMART goals that ensure the implementation of MA Curriculum Frameworks/Common Core	SILT/PLC	October 30, 2015
Construct data wall for middle school and high school to track data and drive curriculum development	SILT/Principal	November 15, 2015
Teachers collaborate weekly in their PLCs to share teaching and learning challenges, review classroom/academic data, and strategize best practices	PLC	September 2015 through June 2016
Conduct weekly observations focusing on rigorous instruction based on the elements in the Rigor Rubric	Principal	September 2015 through June 2016
Provide verbal feedback within 24 hours and written feedback within 48 hours after teacher observations	Principal	September 2015 through June 2016
Teachers will adjust their instruction based on post-observation feedback	PLC	September 2015 through June 2016
Implementation of individualized Monthly Progress Reports	Teachers/Attendance	September 2015

for each student	Officer	through June 2016
Improve school culture to enhance student learning and academic rigor	All School Staff	September 2015 through June 2016
Teachers will clearly post daily/weekly/unit objectives and SWBAT in all classrooms.	All Teaching Staff	September 2015 through June 2016
Teachers will utilize behavior support and counseling teams to remedy problematic behavior and improve academic outcomes.	All Teaching Staff	September 2015 through June 2016
Differentiation and best practices will be evident in every classroom as evidenced by the use of student accommodations, scaffolding, and stations.	All Teaching Staff	September 2015 through June 2016
Teachers will utilize literacy based interventions such as word walls, annotation, closed reading assignments, and read alouds across subject areas.	All Teaching Staff	September 2015 through June 2016

#2 Secondary Focus Area: Improve attendance/reduce tardies/decrease drop-out rate

Activities	Person(s) Responsible	By when
Call parent/guardian of every tardy/absent student every day and log data in Attendance Log	Behavior Support Team	September 2015 through June 2016
Refer students to Attendance Officer and Court Liaison, when appropriate, after three unexcused absences	Attendance Officer Court Liaison	September 2015 through June 2016
Maintain daily contact via telephone calls with all suspended students to monitor progress and maintain connection with the school	Behavior Support Team Guidance	September 2015 through June 2016
Meet with highest risk students and parent/guardian to implement contracts outlining expectations regarding attendance, behavior, and academic performance	Clinical Facilitator Family Engagement Coordinator	September 2015 through June 2016
Contact every student listed as dropped from the previous two cohort years to invite them to reenroll at Whaling City via one of our multiple pathways to success	Behavior Support Team	September 2015 through June 2016

#3 Secondary Focus Area: Improve School Culture

Activities	Person(s) Responsible	By when
Promote positive pro-social behavior through consistent use of our behavior system (i.e. point sheets, incentives, etc.)	All Staff	September 2015 through June 2016
Increase after-school activities available to all students to improve student connection to school	All Staff	September 2015 through June 2016
Increase accessibility of staff to parents/guardians through regular phone contact, monthly progress reports, and on-site activities	All Staff	September 2015 through June 2016
Implement semester-long health/wellness classes to improve overall welfare of students	Teachers	September 2015 through June 2016
Facilitate weekly clinical groups to address social-emotional issues which impede learning	School Adjustment Counselor	September 2015- June 2016

Submit Weekly staff newsletter ("We are Whaling City") to inform the team of events, due dates, issues/concerns, and celebrations.	Principal	September 2015- June 2016
Monthly progress reports detailing student academic and behavioral progress.	Teachers	September 2015- June 2016
Emphasis on the "We-do and They-do " portion of the gradual release model to promote dialog and interactive lessons	Teachers	September 2015- June 2016

(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>Instructional Rigor</p> <ul style="list-style-type: none"> • Monthly progress reports for September and October • BOY Galileo data collected and assessed • Quarterly progress reports • PLC data assessment meetings • Teacher observation and learning walk data <p>Improve Attendance/Reduce Tardies/Reduce Dropout</p> <ul style="list-style-type: none"> • Monthly FACTS meetings • Updated daily attendance and behavior logs • Weekly attendance meetings to identify students who are chronically absent/tardy • Perfect attendance recognition on a bi-weekly basis <p>Improve School Culture</p> <ul style="list-style-type: none"> • Two after school events with invitations to parents/guardians • Open house on October 21st • Student of the Month
<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>Instructional Rigor</p> <ul style="list-style-type: none"> • Improved grades on quarterly report cards • Improvement on Special Education progress reports • Improvement on monthly progress reports • Continued PLC data assessment meetings • Teacher observation and learning walk data <p>Improve Attendance/Reduce Tardies/Reduce Dropout</p> <ul style="list-style-type: none"> • Monthly FACTS Meetings • Updated daily attendance and behavior logs • Continued PLC data assessment meetings • Perfect attendance recognition on a bi-weekly basis

	<p>Improve School Culture</p> <ul style="list-style-type: none"> • Increased participation in standardized testing • Monthly after-school events from September through February • Student of the Month • Perfect attendance recognition on a bi-weekly basis
<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>Instructional Rigor</p> <ul style="list-style-type: none"> • Monthly progress reports from September through May • Improved grades on Quarterly Report Cards • BOY and MOY Galileo data collected and assessed • Teacher observation and learning walk data <p>Improve Attendance/Reduce Tardies/Reduce Dropout</p> <ul style="list-style-type: none"> • Updated attendance and behavior logs • PLC data assessment meetings <p>Improved School Culture</p> <ul style="list-style-type: none"> • Monthly after-school events from September through May

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 changes in teacher practice related to this focus
Instructional Rigor	Gradual Release Model utilized in every classroom; Bell-to-bell instruction; Differentiation.	High school ELA department employs instructional rigor as evidenced in standardized testing scores High school science department employs hands-on learning; Strengthening curriculum through blended learning in targeted classrooms.	Foster more independent learning; Address individual learning needs with differentiation; Raising expectation and holding students to higher academic standards.
Improve attendance/reduce tardies/decrease drop-out rate	Teachers will be able to utilize ASPEN to track student attendance; Team approach to address attendance issues, with collaboration across all staff; Daily phone calls for absent/tardy students; Updated daily attendance log to track outreach; Regular communication with community partner (ie. DCF, DYS, the courts, etc.) to support good attendance	Team approach to address attendance issues, with collaboration across all staff; Daily phone calls for absent/tardy students; Updated daily attendance log to track outreach; Regular communication with community partner (ie. DCF, DYS, the courts, etc.) to support good attendance	Teachers will be able to utilize ASPEN to track student attendance; Weekly attendance meeting with administrative and support staff, attendance officer and court liaison.
Improve School Culture	Staff better knowing their students and families through regular contact	Behavior and support team; clinical team; guidance department;	Consistent use of de-escalation strategies;

	(dialogic leadership); Increased use of deescalating behavior strategies; Greater use of the “we do” and “they do” in the gradual release model.		Increase in student-driven learning.
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(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.

EXAMPLE

Focus area 1:	Using data to inform instruction		
Instructional strategy:	Checks for understanding	Approximate dates:	Oct – Dec (approx 10 weeks)
Meeting	Learning objectives for teachers		Support needed
Oct. PD session 1	Introduce the purpose of using checks for understanding		
Oct. PD session 2	Explore 4 different styles of checks for understanding, analyzing strengths and weaknesses of each		
Oct. SILT meeting	Review results of baseline walkthrough looking for checks for understanding to determine current strengths and weaknesses		Would like Liaison to do learning walk and join SILT meeting
Oct. TCT meeting	(optional) Teachers share strategies to check for understanding		
Nov. PD session 1	Explore what points in the lesson are most important to check. Teachers bring upcoming lesson plans and incorporate checks for understanding at key points		
Nov. PD session 2	Explore tradeoffs between speed vs. simplicity, getting a deep answer from few students vs. shallow answer from many students, etc		
Nov. SILT meeting	Discuss differences between content areas and prepare guidance to teachers specific to content		Literacy and Math director support for how to use checks for understanding with Reading Street and enVisions
Nov. TCT meeting	(optional) Teachers share strategies to check for understanding		
Dec. PD session 1	Discuss how to use the data from checks for understanding to adjust mid-lesson. Teachers bring an upcoming lesson and add a plan to adapt and respond based on a check for understanding		

Focus area 1:	Increased Academic Rigor		
Instructional strategies:	Teacher Interventions and Strategies to Address Each Child	Approximate dates:	October - November
Meeting	Learning objectives for teachers	Support needed	
October 6 – PLC	Review of Monthly Progress Reports		
October 7 - PD	Gradual Release Model/Lesson Plans		
October 13 - PLC	Review Galileo Scores		
October 20 - PLC	Classroom accommodations and modifications		
October 21 - PD	Review of IEPs and interventions		
October 27 - PLC	Warning Notices		
November 3 - PLC	Review of monthly progress reports		
November 4 - PD	Differentiated Instruction	Special Education Office	
November 10 – PLC	Continued Discussion of Differentiated Instruction		

Focus area 2:	Attendance/Tardies/Drop-Outs		
Instructional strategies:	To Monitor and Improve Upon Attendance, Tardies and Drop-outs	Approximate dates:	November – December 2015
Meeting	Learning objectives for teachers	Support needed	
October 8 – SILT	Attendance Review	Attendance Officer/Court Liaison	
October 22 – SILT	Attendance Review	Attendance Officer/Court Liaison	
November 4 – PD	Aspen Training	Tech Services	
November 5 – SILT	Attendance Review	Attendance Officer/Court Liaison	

November 19 – SILT	Attendance Review	Attendance Officer/Court Liaison
December 3 – SILT	Attendance Review	Attendance Officer/ Court Liaison
December 17 – SILT	Attendance Review	Attendance Officer/ Court Liaison

Focus area 3:	Improving School Culture		
Instructional strategies:	Knowing your students	Approximate dates:	December 2015
Meeting	Learning objectives for teachers		Support needed
November 17- PLC	Review Student Surveys		
November 18 – PD	Authentic Caring		
December 2 – PD	Dialogical Leadership		