

# 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: *Insert school name here*

Principal: *Insert principal name here*

## 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.**

### Campbell School Data:

#### Grades 2-5:

#### Historical Data SY 14-15

#### SY 15-16 GOALS

# of students Not Proficient/advanced	# of students in warning	# of students in Proficient or Advanced	# of students Not Proficient/advanced	# of students moving from warning to needs improvement	# of students moving from Proficient to advanced																																																																																																																																																
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### Student Learning Goals:

1. By EOY 2016, all grade 2-5 teachers will see at least 40% reduction, 28 less students, for ELA and 25 less students in Math in the category of "Students not proficient or advanced".
2. By EOY 2016, all grade 2-5 teachers will see at least 10% of students, 1 student, move from Warning to Needs Improvement in ELA and Math.
3. By EOY2016, all grade 2-5 teachers will see at least 10% of students in proficient move into advanced in ELA, 8 students, and math, 9 students.

4. By EOY 2016, all grades K-2 teachers will see at least 40% reduction in the number of students not meeting benchmark on DIBELS.

Grade	SY 14-15 # of students at benchmark	SY 14-15 # of students at Strategic	SY 14-15 # of students at Intensive	SY 15-16 GOALS	# of students moving from strategic/ Intensive to benchmark
K	37	3	3		3
1	27	5	2		3
2	33	4	4		3
<b>Total</b>	97	12	9		9

**(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>*

**School level:**

- **Create a data wall identifying BOY, MOY EOY data and track student achievement across levels based on current benchmark assessment data. (Galileo, PARCC, DIBLES)**
- **Track achievement with in subgroups, ELL and Special Education students.**
- **Track percentage of students demonstrating mastery by standard to help identify what parts of the content need revisiting.**

**Teacher Level:**

- **Teachers will create class data walls so students can see progress being made toward student learning goals.**

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

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

**STUDENT PERFORMANCE DATA:**

<b>DIBELS 2014-2015</b>	<b>BOY Intensive</b>	<b>EOY Intensive</b>	<b>BOY Strategic</b>	<b>EOY Strategic</b>	<b>BOY CORE</b>	<b>EOY CORE</b>
Kindergarten	10	3 6%	5	3 6%	24	37 86%
Gr. 1	1	2 5%	6	5 14%	26	27 79%
Gr.2	3	4 9%	6	4 9%	32	33 80%
<b>Total</b>	<b>14</b>	<b>9 7%</b>	<b>17</b>	<b>12 10%</b>	<b>82 72%</b>	<b>97 82%</b>

**DIBELS Performance Levels:**

**Overall K-2 performance indicates 10% growth on number of students scoring with in the CORE level of performance.**

- Kindergarten had a 25% increase in student growth with 86% of students scoring at the Core Level of performance. K met the target of moving 10% of students out of Intensive and strategic categories.
- Gr. 1 had minimal growth in DIBELS. Gr1 met the target of moving 10% of students out of strategic; however the target of 10% less students in the intensive category and 40% increase of students hitting the benchmark were not met.
- Gr. 2 had minimal growth. Grade 2 met the target of moving 10% of students out of strategic, however, they did not meet the 10% decrease of students in the intensive level or 40% increase at the benchmark level.

**2-5 ELA Galileo Data:**

Grade 2 reduced the number of students falling within NI/W by 4 students and moved 6 students to Prof/Adv.

Grade 3 reduced the number of students falling within NI/W by 2 students and moved 4 students up to Prof/Adv.

Grade 4 reduced the number of students falling within NI/W by 5 students and moved 4 students up to Prof/Adv.

Grade 5 reduced the number of students falling within the NI/W by 6 students and moved 5 students up to Prof/Adv.

**2-5 Math Galileo Data:**

Grade 2 reduced the number of students falling within NI/W by 1 student but had a decline of 1 student in Prof/Adv.

Grade 3 reduced the number of students falling within NI/W by 7 students and moved 7 students up to Prof/Adv.

Grade 4 had an increase of students falling within NI/W by 7 students and there was a decrease of 2

students in Prof/Adv.

Grade 5 reduced the number of students falling within the NI/W by 13 students and moved 19 students up to Prof/Adv.

**(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?**

Math:

Subgroups:

- All SEI students had less than 25% growth in Math.
- All special education students had less than 25% growth in Math and ELA.

Overall Campbell School math data shows students have low performance in the areas of conceptual thinking, number sense, fractions, solving word problems, geometry, data, compare and contrast, and measurement.

- In Grades 2 and 4 we saw a decline of student performing in Prof/adv.
- Grades 2-4 saw minimal increase in student achievement.
- A main concern is the current grade 3 and 5.

Data suggests students need opportunities to problem solve and apply mathematical concepts and processes to solve open response and short answer questions.

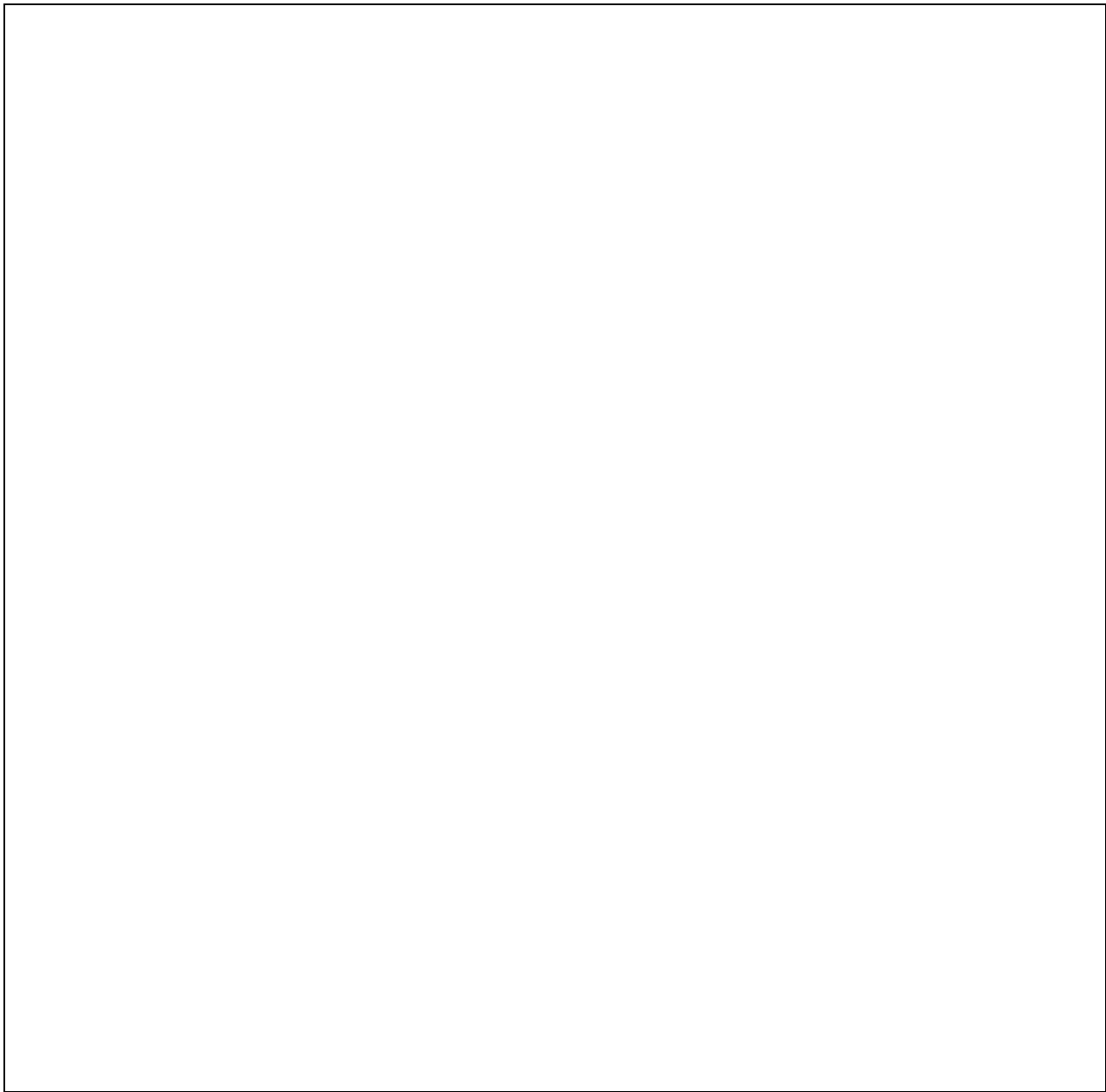
ELA:

Subgroups:

- In 5 out of 7 classrooms, SEI students had less than 25% growth in ELA.
- All special education students had less than 25% growth in ELA.

Campbell School 2-5 ELA Galileo data shows students have low performance in the areas of Author's craft, compare and contrast, Reading informational text, vocabulary development, and responding to higher order thinking questions.

Data suggests students need opportunities to dig deep into text. They need to develop the habit of implementing strategies in both close reading, annotating text and accountable talk.



**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><b>Primary Focus Area:</b></p> <ol style="list-style-type: none"> <li>Literacy</li> </ol> <p><b>2-3 Secondary Focus Areas:</b></p> <ol style="list-style-type: none"> <li>Math</li> <li>School Culture</li> </ol>
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**#1 Primary Focus Area: Literacy**

Activities	Person(s) Responsible	By when
Provide bi-monthly PD opportunities in literacy for pre-k-5 staff on effective comprehension strategies and best practices including close reading, annotating text and accountable talk.	Administrator	October 14, 2015- June 8, 2016
Engage students in deep analysis of text by implementing effective comprehension strategies including close reading, annotating text, and accountable talk.	Teachers TLS	October 2015- June 2016
Based on classroom observations, provide timely growth producing feedback focusing on close reading, annotating text, and accountable talk.	Administrator	Sept. 2015- June 2015
Based on the 2015 BOY benchmark and DIBLES data, create intervention groups to ensure growth, 40% of students scoring warning/NI will move into proficient/ advanced, as measured by state and district data.	Administrator Teachers TLS	Sept. 2015- June 2015
Progress monitor intensive and strategic students using the DIBELS progress monitoring tool.	Teachers TLS	Follow district assessment calendar
Provide students with daily writing (narrative, literary analysis, research simulation) during a 30 minute writing block. Students will maintain a writing folder with samples of each type of writing. Teachers will conference and	Teachers	Sept. 2015- June 2015



provide feedback to students and set a goal.		
<i>(Add more rows if necessary)</i>		

**#2 Secondary Focus Area: Math**

<b>Activities</b>	<b>Person(s) Responsible</b>	<b>By when</b>
Utilize the EnVision 2.0 Math Program during the daily math block in grades K-5	Teachers	September 2015- June 2015
Provide support to teachers in developing rigorous math lessons that focus on conceptual understanding; lesson planning, model lessons	Administration TLS	September 2015- June 2015
Provide PD on developing conceptual understanding in math using manipulatives.	District Administration	TBA (10/29)
Based on observations, provide timely growth producing feedback to teachers focusing on practices in rigor and conceptual understanding.	Administration	September 2015- June 2015
Monitor at risk students and provide interventions based on the students' individual needs.	Administration Teachers TLS	September 2015- June 2015
<i>(Add more rows if necessary)</i>		

**#3 Secondary Focus Area: School Culture**

<b>Activities</b>	<b>Person(s) Responsible</b>	<b>By when</b>
Create a school based PBIS team.	Administration	August 2015
Create 5 agreed upon school-wide expectations and Campbell school motto	PBIS Team	August 2015
Present school wide expectations and motto to staff and devise a manageable system to collect school wide data on infractions against expectations.	Administration PBIS Team	September 2015
Collect school-wide data on our 5 school expectations.	Administration Teachers SAC	October 2015- June 2016
Provide targeted lessons to students based on data results.	SAC Teachers	October 2015- June 2016 (Weekly)
In classrooms, teach and review school expectations frequently and implement a positive behavior system.	Teachers	September 2015- June 2015
Develop a plan for PBIS focused school-wide assemblies; 3 per year	PBIS Team	September 2015- June 2015
Develop a plan for "Campbell Spirit Days" throughout the year.	PBIS Team	September 2015- June 2015
<i>(Add more rows if necessary)</i>		

**(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.**

	<b>Benchmark</b>
<p><b>What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal</b></p>	<p><b>Instruction is driven by:</b></p> <ul style="list-style-type: none"> <li>• CC Readiness Weekly test (RS)</li> <li>• EnVision 2.0 Placement test and Performance Task</li> <li>• DIBELS progress monitoring</li> <li>• Galileo (BOY)</li> <li>• Writing CFA'S</li> </ul>
<p><b>What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal</b></p>	<ul style="list-style-type: none"> <li>• Students are implementing strategies in close reading, annotating text, and accountable talk as evidenced by observations and student work.</li> <li>• Students are using teacher feedback to create next steps in writing as evidenced by teacher notes, student log.</li> <li>• Students are frequently asked to share their mathematical thinking with a peer, small or whole group.</li> <li>• PBIS schedule of events is complete.</li> <li>• Math and reading intervention groups are assessed and new groups are formed based on results of the data.</li> </ul>
<p><b>What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal</b></p>	<ul style="list-style-type: none"> <li>• Students are implementing strategies in close reading, annotating text, and accountable talk as evidenced by observations and student work.</li> <li>• Students are using teacher feedback to create next steps in writing as evidenced by teacher notes, student log.</li> <li>• Students are frequently asked to share their mathematical thinking with a peer, small or whole group.</li> <li>• Student need for intervention group work has declined by 40%.</li> </ul>

**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
Literacy	<p>Teachers model close read strategies, annotating text, and accountable talk.</p> <p>Daily, teachers set expectations of newly learned reading strategies.</p> <p>Teachers adjust their practice to meet individual needs.</p> <p>Teachers provide feedback to students and guide students in developing a goal for next steps. Teachers provide assistance for students to reach desired goal.</p> <p>Students will: Use accountable talk protocol when working in pairs or small groups.</p> <p>Implement close reading strategies and annotate text while reading.</p>	<p>Teachers are more comfortable with the components of Reading Street</p> <p>Teachers are asking HOT questions.</p> <p>Center work is becoming more rigorous.</p> <p>Teachers are using writing to sources.</p>	<p>Teachers model close read strategies, annotating text, and accountable talk.</p> <p>Daily, teachers set expectations of newly learned reading strategies.</p> <p>Teachers adjust their practice to meet individual needs.</p> <p>Teachers provide feedback to students and guide students in developing a goal for next steps. Teachers provide assistance for students to reach desired goal.</p>

	Students will develop writing goals based on teacher feedback.		
Math	<p>Teachers will</p> <p>Model how to use math manipulatives effectively to promote conceptual learning in math.</p> <p>Teachers model visible thinking to assist students in solving multistep math word problems.</p> <p>Provide students opportunities to grapple with problems and share strategies/ thinking about the process.</p> <p>Students will:</p> <p>Use math manipulatives effectively when solving problems.</p> <p>Show or explain their thinking to the class.</p> <p>Use accountable talk protocol when working in pairs or small groups.</p>	<p>Teachers know procedural math practices.</p> <p>Teachers are excited to implement the new EnVision 2.0 math program.</p>	<p>Math manipulatives are used effectively to promote conceptual learning in math.</p> <p>Teachers model visible thinking to assist students in solving multistep math word problems.</p>
PBIS	<p>Teachers reinforce the motto: Campbell students are respectful, responsible, and kind.</p> <p>Teachers reinforce daily 5 expectations.</p> <p>Teachers make adjustments to practice when needed and practice/</p>	<p>100% of Teachers have behavior systems in place.</p> <p>All teachers are collecting class data on school wide expectations.</p> <p>Teachers have incentives for students.</p> <p>Teachers are differentiating behavior</p>	<p>Teachers reinforce the motto: Campbell students are respectful, responsible, and kind.</p> <p>Teachers reinforce daily 5 expectations.</p> <p>Teachers make adjustments to practice when needed and practice/</p>

	<p>discuss/ model 5 expectations.</p> <p>SAC will tailor lessons to meet the needs of each class.</p> <p>Students will: Be able to recite the 5 school wide positive behavior expectations.</p> <p>Follow school wide expectations.</p> <p>Problem solve with more independence.</p>	<p>charts to meet our diverse needs.</p>	<p>discuss/ model 5 expectations.</p>
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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**

<b>Focus area 1:</b>	Using data to inform instruction		
<b>Instructional strategy:</b>	Checks for understanding	<b>Approximate dates:</b>	Oct – Dec (approx 10 weeks)
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
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		



<b>Focus area 1:</b>	Literacy		
<b>Instructional strategies:</b>	Close Reading, Annotating Text, Accountable Talk	<b>Approximate dates:</b>	[Oct. 2015- Dec. 2015]
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
Oct and Nov. PD session	Build capacity to pose close reading questions that go beyond the content of the text to look at author’s craft, structure, and inference type questions.		
Nov. PD session	Build capacity in annotating text with students, learn what that looks like in grades K-5, and decide which manageable “think marks” will be utilized K-5.		
Nov. and Dec. PD session	Explore accountable talk protocol and determine what that will “look like” and “sound like” in grades K-5.		

<b>Focus area 2:</b>	[Math]		
<b>Instructional strategies:</b>	[Navigating EnVision 2.0 technology, conceptual instruction, Visual Thinking]	<b>Approximate dates:</b>	[Jan. 2016-Mar 2016]
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support needed</b>	
Oct. 29, 2015	District EnVision Training		

<b>Focus area 3:</b>	[Writing]		
<b>Instructional strategies:</b>	[enter instructional strategies covered in this PD sequence]	<b>Approximate dates:</b>	[Apr. 2016-June 2016]
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support needed</b>	


<b>Focus area 3:</b>	[enter focus area 3]	
<b>Instructional strategies:</b>	[enter instructional strategies covered in this PD sequence]	<b>Instructional strategies:</b> [enter instructional strategies covered in this PD sequence]
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Meeting</b>