



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

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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.

	SY 14-15 (Historical)			SY 15-16 (Goals)		
	# of students not proficient/advanced	# of students in warning	# of students proficient	# of students not proficient/advanced	# of students in warning	# of students proficient
ELA	229	104	112			
Math	181	113	98			

	SY 14-15 (Historical)			SY 15-16 (Goals)		
Data source: Galileo EOY benchmark	# of students not proficient/advanced	# of students in warning	# of students in proficient	# of students not proficient/advanced	# of students in warning	# of students in proficient
Grade 2 ELA	55	29	28			
Grade 2 Math	42	19	28			
Grade 3	40	15	27			

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ELA						
Grade 3 Math	12	7	24			
Grade 4 ELA	82	42	18			
Grade 4 Math	76	46	14			
Grade 5 ELA	52	18	39			
Grade 5 Math	51	37	32			

(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>*

<ul style="list-style-type: none"> • Placing every student name on a post-it and tracking their progress across achievement levels based on the most current benchmark assessment data by use of data boards and walls. • Tracking proficiency levels on unit assessments by grade level and classroom by: <ul style="list-style-type: none"> ○ data review meetings once per 6 weeks with teachers. ○ student driven conferences three times per year. ○ data book review as per schedule. ○ visual data walls for student growth in grade level teams for ELA and Math. • Tracking the number of students demonstrating mastery by standard to help identify areas of content that need revising by using the 6 week data driven intervention blocks.
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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.*

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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?

Historical DIBELS BOY data: (% of students well below (intensive) category)				
Grade:	SY 12-13	SY 13-14	SY 14-15	SY 15-16
Kindergarten	27%	40%	49%	
Grade 1	32%	25%	48%	
Grade 2	28%	36%	41%	

	14-15 BOY DIBELS for ELL students:		15-16 BOY DIBELS for ELL students:	
Grade:	# ELL Students total	% in intensive	# of ELL Students total	% in intensive
Kindergarten	39	62%		
Grade 1	29	80%		
Grade 2	29	62%		

<i>14-15 Galileo Data</i>				
Grade:	ELA BOY	ELA EOY	change	

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Grade 2	38.78%	55.43%	16.65 (increase)
Grade 3	50.47%	60.71%	10.24 (increase)
Grade 4	54.42%	55.73%	1.31 (increase)
Grade 5	54.64%	62.27%	7.63 (increase)

14-15 Galileo Data

Grade:	Math BOY	Math EOY	change
Grade 2	60.10%	69.43%	9.33 (increase)
Grade 3	52.54%	76.28%	23.74 (increase)
Grade 4	54.10%	52.52%	1.58 (decrease)
Grade 5	50.79%	53.06%	2.27 (increase)

15-16 Galileo Data

Grade:	ELA BOY	ELA EOY	change
Grade 2			
Grade 3			
Grade 4			
Grade 5			

15-16 Galileo Data

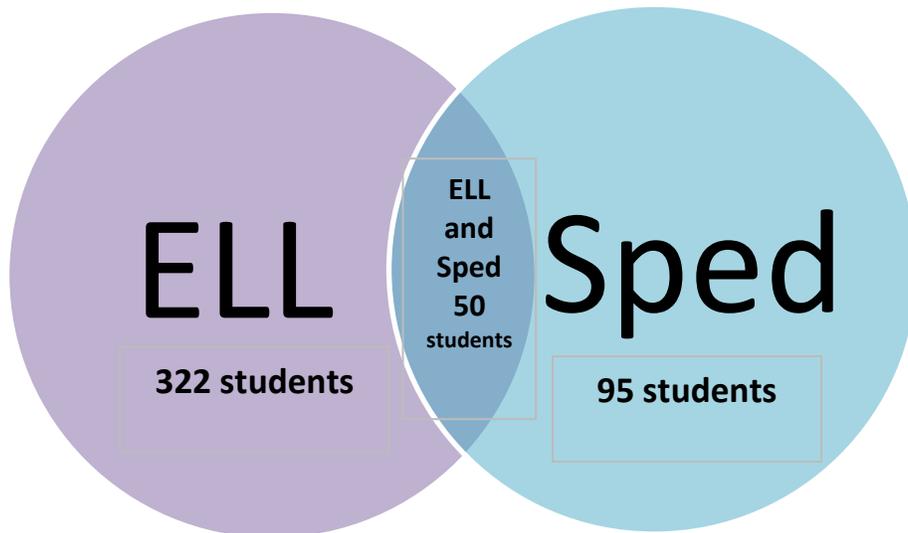
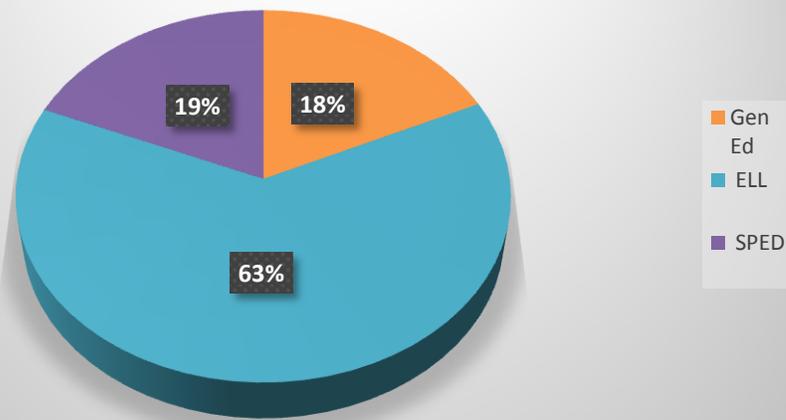
Grade:	Math BOY	Math EOY	change
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Break down of student enrollment data: as of 9/25/15:

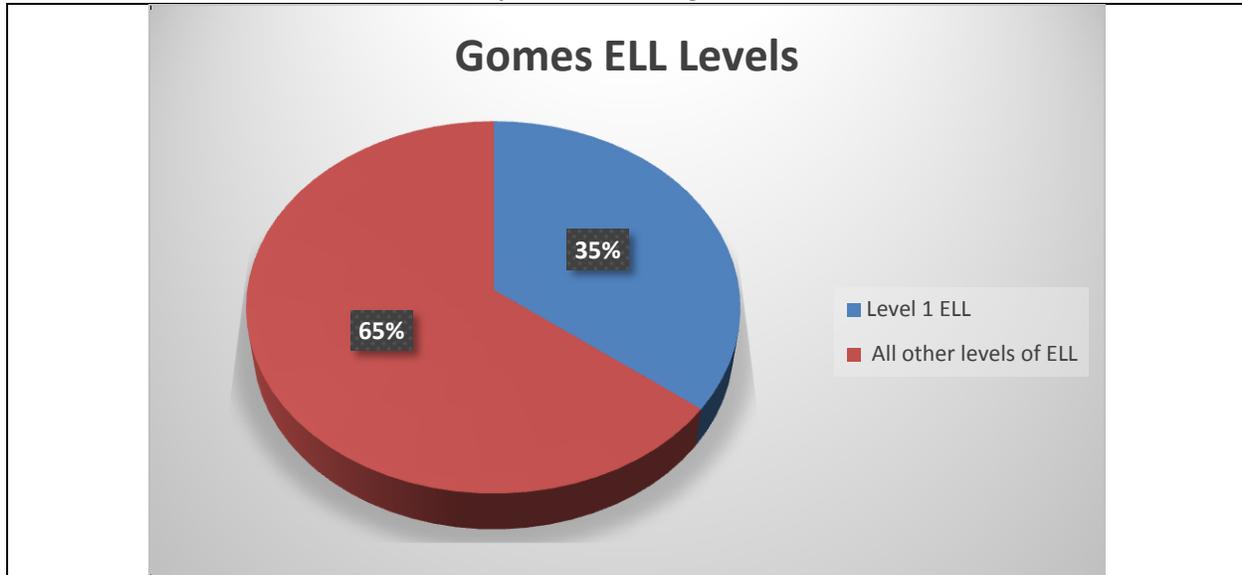
Grade:	Gen Ed	ELL	ELL – Level 1's	SPED	ELL & SPED	Total number of students
Kindergarten	19	64	32	5	1	88
Grade 1	16	66	40	18	10	100
Grade 2	14	44	11	16	7	74
Grade 3	11	51	10	15	11	77
Grade 4	13	43	10	18	11	74
Grade 5	19	54	11	23	10	96
total	92	322	114	95	50	509

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Gomes School Population



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(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?**

Highlights

- Grade 3, due to their exemplary teacher collaboration and planning, instructional coaching and use of our three best practices (gradual release, small group differentiated instruction and accountable talk), made huge gains from BOY to EOY increasing by 23.74 points in Math and 10.24 in ELA. As a result, we would like to begin peer observations this year with grade 3 as a model.

Grade 3 SY 14-15 Data

ELA BOY Average	51.7	
ELA EOY Average	63	11.3 point increase
Math BOY Average	54	
Math EOY Average	79	25 point increase

- Due to the Expanded Learning Time Grant, all grades are now able to have structured common planning with content Teaching and Learning Specialists and embedded professional development, four times weekly, uninterrupted two-hour literacy block, and differentiated intervention blocks three times weekly. Also, we have expanded our outside partners to support our instructional focus in the areas of comprehension and vocabulary development, and increase parent engagement

Struggles

- Our biggest struggles last year for ELA were reading comprehension and vocabulary. It should be noted that one of our reasons for the weakness in these areas is our high level of students learning English and academic vocabulary simultaneously. We are addressing this by hiring

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additional staffing, teacher collaboration and further professional development on instructional strategies.

- Our biggest struggles last year for Math were conceptual numerical fluency and understanding of fractional concepts. Teachers had limited resources for math. In order to address this, teachers will receive targeted professional development in grade level appropriate strategies and are implementing the enVision2.0 program in correlation to the districts revised curriculum maps.
- Parent engagement is a struggle. Historically, this is a barrier due to the fact that many of our students are bussed from throughout the district; therefore, transportation becomes an issue. This year, we are rolling out additional family engagement opportunities; such as student of the month assemblies, in-house parent support specialist, coffee hour with the administration, and embedded parent workshops. Part of the ELT Grant, included funding for a parent engagement specialist to collaborate with the PTO, staff and outside agencies and partners to develop events at the school for families.

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).

Primary Focus Area:

- Reading Comprehension and Vocabulary

2-3 Secondary Focus Areas:

- Developing Conceptual Math Understandings
- Professional Learning Communities

#1 Primary Focus Area: *Reading Comprehension and Vocabulary: Key Ideas and Details and Craft and Structure (MA CCSS 1-6)*

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Activities	Person(s) Responsible	By when
Targeted PD on Close Reading, Gradual Release, Accountable Talk, and Small Group Differentiated Instruction	TLS, Administration	ongoing
Structured ELA and Math Common Planning Time with focus on high leverage comprehension and vocabulary instructional strategies to target craft and structure and key ideas and details	TLS, Teachers, Administration	ongoing
Math and ELA Vocabulary Walls (updated weekly)	Administration, TLS, teachers	ongoing
Coaching cycles to support teachers in implementation of best practices including SEI strategies and WIDA language standards	Administration, TLS, teachers	ongoing
Targeted learning walks supporting reading comprehension and vocabulary	Administration, TLS	Monthly focus

#2 Secondary Focus Area: *Developing Conceptual Math Understandings in the areas of mathematical vocabulary and fluency*

Activities	Person(s) Responsible	By when
Targeted PD on math conceptual understanding	TLS, Administration	ongoing
Coaching cycles to support teachers in implementation of best practices including SEI strategies and WIDA language standards	Administration, TLS, teachers	ongoing
Math Best Practice Wall (bi-monthly focus)	TLS	ongoing
Targeted learning walks supporting conceptual math understandings in the areas of gradual release, small group differentiated instruction and accountable talk	Administration, TLS	Ongoing

#3 Secondary Focus Area: *Professional Learning Communities*

Activities	Person(s) Responsible	By when
Weekly content Common Planning Time (ELA, Math, BBST, Family Engagement)	Administration, TLS, Teachers	ongoing
Embedded professional development through weekly common planning time, data review meetings (every six weeks), coaching cycles and in-house mentoring program	Administration, TLS, Teachers	ongoing
Targeted monthly professional development on three best practices	Administration, TLS, Teachers	Ongoing
School Instructional Leadership Team	Administration, TLS, Teachers	Twice per month
Lessons Learned - teachers will conduct peer visitations and present best practices during monthly professional development in order to move to exemplary on teacher evaluation rubric	Administration, TLS, Teachers	Ongoing

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(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
What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal	Student growth in the following: Envisions Topic Assessment, Reading Street Weekly/Unit Assessments, Dibels, Progress Monitoring, Data Review Meetings with Teachers every 6 weeks, Student-Driven Conferences
What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	Student growth in the following: Envisions Topic Assessment, Reading Street Weekly/Unit Assessments, Dibels Progress Monitoring, Data Review Meetings with Teachers every 6 weeks, Student-Driven Conferences
What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal	Student growth in the following: Envisions Topic Assessment, Reading Street Weekly/Unit Assessments, Dibels Progress Monitoring, Data Review Meetings with Teachers every 6 weeks, Student-Driven Conferences

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.

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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
<i>Reading Comprehension and Vocabulary</i>	Teachers will model close reading and vocabulary strategies as model classrooms for the district. Students will annotate their reading for comprehension using close reading strategies. They will utilize graphic organizers such as the Frayer Model, to organize and enhance their vocabulary.	Teachers are modeling read-alouds/ think-alouds with their students which, as part of the gradual release model, will turn into student practice.	Teacher expectations of students to complete such work independently with gradual release of supports.
<i>Developing Conceptual Math Understandings</i>	Teachers will model “grappling”, explicit instruction with manipulatives, and targeted centers as model classrooms for the district. Students will use their sentence frames and Standards for Mathematical Practice to construct viable arguments and ensure that all students are building their conceptual understanding of the math.	Teachers have a firm grasp of the explicit instruction around the math. Assessment and differentiation through center work is seen in the Daily 5 structure.	Teachers will be exposed to a variety of math professional development that will enhance their knowledge base of building student’s conceptual understanding. Teacher’s math mindset will be the most effective change.
<i>Professional Learning Communities</i>	Teachers will eventually facilitate and clearly utilize roles/protocols during their own Common Planning Time. Parents will attend bi-monthly	Teachers are currently familiarizing themselves with the difference between “common planning time” and “teacher collaboration time”.	Teachers will embrace CPT as a means to provide embedded professional development and learn from each other.

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	classroom work sessions in order to link the curriculum with home.	
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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.

<i>Reading Comprehension and Vocabulary</i>	<i>Reading Comprehension and Vocabulary: Key Ideas and Details and Craft and Structure (MA CCSS 1-6)</i>		
Instructional strategies:	Gradual Release Model, Accountable Talk, Small Group Differentiated Instruction	Approximate dates:	Continuously throughout year
Meeting	Learning objectives for teachers		Support needed
September CPT	Introduction to NBPS ELA Units of Study with alignment to Reading Street and daily writing routine.		Reading Street consultant to provide targeted support on strategies.
September and October CPT	Data cycle protocol for flexible grouping of students for intervention block. Utilization of Reading Street ERI, RTI and My Sidewalks programs.		ELA director to sit-in on CPT for each grade level.
September- November CPT	Embedded PD on close reading and vocabulary strategies that will improve student outcomes towards proficiency.		ELA director to provide further guidance on district implementation and expectations.
November-March	Embedded PD on key ideas and details that will improve student outcomes towards proficiency.		ELA director to provide further guidance on district implementation and expectations.
April – June	Embedded PD on craft and structure that will improve student outcomes towards proficiency.		ELA director to provide further guidance on district

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		implementation and expectations.
November-June	Coaching cycles with ELA teaching and learning specialist focusing on modeling close reading and vocabulary strategies while incorporating Gomes School’s Best Practices.	Reading Street consultant to provide targeted support on strategies.

<i>Developing Conceptual Math Understandings</i>	<i>Developing Conceptual Math Understandings in the areas of mathematical vocabulary and fluency</i>	
Instructional strategies:	Gradual Release Model, Accountable Talk, Small Group Differentiated Instruction	Approximate dates:
Meeting	Learning objectives for teachers	Support needed
September PD	Introduce the purpose of “grappling” at the beginning of the lesson. Overview of math mindset as an instructional strategy.	enVision2.0 consultant to provide targeted support on strategies.
September - Common Planning Time	Alignment of math map with new enVisions2.0 curriculum.	Math director to provide further guidance on district implementation and expectations.
September – Common Planning Time	Data cycle protocol for flexible grouping students for intervention block. Utilization of MDIS for intervention block to revisit skills that students need for further conceptual understanding.	enVision2.0 consultant to provide targeted support on strategies.
October – PD	Purposefully utilizing the small group instructional time in the enVisions2.0 lesson as a means to differentiate student learning targets and ensure mathematical proficiency.	Math director to provide further guidance on district implementation and expectations.
September CPT	Embedded professional development on the three parts of the	enVision2.0 consultant to

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	enVisions2.0 math lesson setup	provide targeted support on strategies.
October- December CPT	Embedded professional development on small group differentiated instruction strategies for math including “strings of related math problems” in order to build students computational fluency	Math director support during CPT for each grade level.
January-June CPT	Embedded professional development focusing on power standards in math for each grade level	Math director support during CPT for each grade level.
October-June	Coaching cycles with math TLS focusing on building teachers instructional strategies surrounding conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.	Math director and building administration to provide feedback to TLS on coaching cycle implantation and success.
February – PD	“Lessons Learned” by grade level with Gomes teachers modeling the incorporation of Gomes Best Practices with the enVisions2.0 program	enVision2.0 consultant to provide targeted support on strategies.

<i>Professional Learning Communities</i>	<i>Professional Learning Communities</i>		
Instructional strategies:	Gradual Release Model, Accountable Talk, Small Group Differentiated Instruction	Approximate dates:	Continuously throughout year
Meeting	Learning objectives for teachers		Support Needed
September CPT	Setting ground rules and goals for Common Planning Time.		
Weekly for each grade level/specialists	Weekly common planning time with content based teaching and learning specialists focusing on embedded professional development to maintain and enhance rigorous instruction using the data cycle.		
Bi-monthly	Gomes mentor meeting - The mentoring program facilitates the transition of the novice teacher from success in preparation programs to effective practice at Alfred J. Gomes School. The program is also focused on		

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	fostering productive conversations about excellent teaching through support and resources.	
November – March – PD	Teacher leaders provide “lessons learned” during professional development showcasing strategies and outcomes.	
October – April	Parent Engagement – parents invited every six weeks into classrooms to “learn” along-side their students in order to support learning at home and become part of the Gomes School Professional Learning Community	
September through June	Monthly Parent Engagement Evenings – parents invited to attend themed monthly parent engagement evenings as part of the Gomes School Professional Learning Community.	