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 <u>Thursday, October 1</u>. Feedback on SIPs will be provided by <u>Friday, October 16</u>.

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: *Keith Middle School*
Principal: *Paula Bailey, Ed.D.*

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, Keith Middle School will realize at least a 40% reduction in students not proficient or advanced in ELA and math for grades 6-8 and science for grade 8.*
2. *BY EOY, Keith Middle School will see at least 10% of students in warning move into needs improvement in ELA and math.*
3. *By EOY, Keith Middle School 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 <u>number</u> of students that you need to move to meet each of the three goals listed above.

	SY14-15 (Historical)			SY15-16 (Goals)		
	# of students not Proficient/ Advanced	# of students in Warning	# of students in Proficient	# of students needed to move to Proficient or Advanced	# of students moving from Warning to Needs Improvement	# of students moving from Proficient to Advanced
ELA	**313**	**107**	**263**	**188**	**11**	**26**
Gr. 6	125	34	98	50	4	10
Gr. 7	96	33	64	38	3	6
Gr. 8	92	40	101	37	4	11
Math	**329**	**213**	**96**	**132**	**21**	**10**
Gr. 6	92	44	40	37	4	4
Gr. 7	133	80	32	53	8	3
Gr. 8	104	89	16	42	10	2
Science (grades 6-12 only)	176			70		

(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*

TLSs will create data walls to track school-wide trends in academic performance
Grade –level teams will track student data by doing the following:
- Tiering students according to Galileo pre-test results:
  - Tracking Vehicle: Spreadsheet
- Discussing student performance at Team meetings and tracking interventions and student progress toward meeting performance standards:
  - Tracking vehicle: Data binders and/or spreadsheets; team meeting minutes
- Teams will apply PBIS matrix and track student conduct
  - Tracking vehicle: Written conduct referrals and Aspen reports
- TCTs will address priority standards through adjustments to lesson plans to ensure instructional strategies are highlighted
  - Tracking vehicle: Lesson plans submitted to primary evaluators
- Priority standards included in stated objectives for lessons
  - Tracking vehicle: Lesson plans submitted to primary evaluators

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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.

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?

The table below represents progress made for English Language Learners

- Grade 6 ELLS: 66% of all students increased one or more levels
- Grade 7 ELLLS: 45% of all students increased one or more levels
- Grade 8 ELLS: 34% of all students increased one or more levels
- Overall, grades 6-8 ELLS: 48% increased one or more levels.

The following table reflects areas of progress in mathematics:

Grade 6 Math	Ave % Correct
Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram	79.78
Write expressions that record operations with numbers and with letters standing for numbers.	79.08
Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities	82.88
Write and evaluate numerical expressions involving whole-number exponents	83.26

Grade 7 Math	
Describe situations in which opposite quantities combine to make 0.	87.37
Grade 8 Math	
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	72.64

The table below reflects areas of progress in ELA

Grade 6 ELA	Ave % Correct
Vocabulary Acquisition and Use: Interpret figures of speech (e.g., personification) in context.	73.92
Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	78.99
Grade 7 ELA	
Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	75.08

(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?**

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 <u>one</u> 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 <u>not</u> 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).

Grade 6 Math	Avg % Correct	Effect
Find the volume with fractions	28.57%	Moderate risk to Low risk & Low risk to On Course
Identify parts of expression or as one entity	36.35%	Low risk to On Course
Grade 7	Avg % Correct	Effect
Measuring overlap of central tendencies with box-and-whisker plots	25.34%	High risk to Moderate risk
Rewrite an expression to another form	36.62%	High risk to Moderate risk
Apply properties of operations	33.48%	High risk to Moderate risk & Moderate risk to On Course
Grade 8	Avg % Correct	Effect
Perform operations with scientific notation	34.85%	High risk to Moderate risk
Use a linear model to solve a problem in the context of bivariate measurement data	44.68%	High risk to Moderate risk
Solve systems of equations	44.58%	High risk to Moderate risk & Moderate risk to Low Risk

Grade 6	Ave % correct	Effect
Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	44.84%	High Risk to Moderate Risk
Grade 7		
Craft and Structure: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	48.26%	High to Moderate Risk
Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	50.76%	Moderate to Low Risk
Grade 8		
Integration of Knowledge and Ideas: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	36.18%	Low Risk to On Course

Grade 8 Science	Ave % Correct	Effect
Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.	46.33%	High to Low Risk
Differentiate between volume and mass. Define density.	44.05	High to Low Risk
Give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium.	44.59%	High to Low Risk
Identify and explain the steps of the engineering design process, i.e., identify the need or problem, research the problem, develop possible solutions, select the best possible solution(s), construct a prototype, test and evaluate, communicate the solution(s), and redesign.	43.95%	High to Low Risk

Primary Focus Areas:
- ELA/Literacy—Effective reading comprehension strategies in all content areas with an emphasis on the Gradual Release Model as an effective instructional framework.
- Math—address gaps in mastery of identified standards in each grade level
- PBIS—establish a positive behavioral intervention system to support and acknowledge student conduct that improves the overall climate and culture of the classrooms and school.

Clarify number of areas of focus
#1 Primary Focus Area: *Effective Reading Comprehension Strategies across content areas*

Activities	Person(s) Responsible	By when
Identify grade 6-8 students needing reading interventions as measured by DRA scores	Principal/ELA TLS	September 2015
At a staff meeting provide training in RETELL Strategies for teaching vocabulary in content areas	Administration/ESL teachers	
Provide close reading strategies training	Administration/ELA TLS	
Conduct learning walks using the district learning walks guide as a tool to measure questioning	Administrators	On-going

Activities	Person(s) Responsible	By when
techniques in classrooms		
Propose 2 higher order thinking questions in lesson plans in order to dive deeper into content literacy	All teachers	On-going
Provide PD in asking higher order thinking questions	Administration/TLSs	December
Use Galileo to develop common formative assessments to measure progress on identified ELA priority standards	TLSs/Teachers	On-going
Enrichment periods will be utilized to provide interventions based on identified priority standards (pre-test-re-teach-post-test data cycle)	Teachers	On-going
Prepare higher level comprehension questions to drive students deeper into content. All content teachers should choose two higher order questions to list in their lesson plans to improve comprehension.	Teachers	December
Provide PD on student engagement strategies	Admin/TLSs	

#2 Secondary Focus Area: *Improve mathematics instruction through shifting instructional strategies from a procedural framework to a conceptual framework.*

Activities	Person(s) Responsible	By when
Continue utilizing Galileo common formative assessments to measure progress on identified Math priority standards	Teachers/TLS Math	Ongoing
Enrichment periods will be utilized to provide interventions based on identified priority standards (pre-test-re-teach-post-test data cycle)	Teachers in teams	Ongoing
TLS will facilitate content area discussions on strategies that promote depth-of-knowledge and conceptual understanding of mathematical processes encompassed in priority standards.	TLS/math teachers	November/On-going
Teachers will utilize consumable math books to enable students to extend their learning outside the classroom.	Teachers/TLS Math	September
Teachers will collaborate during TCT meetings to develop re-teach strategies based on student performance data.	Teachers/TLS ELA & Math	Ongoing
Teachers will increase use of manipulatives and virtual demonstrations of standards-based mathematical processes/problems.	Teachers/TLS Math	Ongoing
Prepare higher level comprehension questions to drive students deeper into content. All content teachers should choose two higher order questions to list in their lesson plans to improve comprehension.	Teachers/TLS ELA & Math	October
Provide PD on student engagement strategies	Admin/TLSs	Ongoing

#3 Secondary Focus Area: *Introduce year 1 of 3-year PBIS Rollout: Introduce PBIS Framework and identify focus areas for behavior expectations.*

Activities	Person(s) Responsible	By when
Introduce PBIS program to faculty	Administrators	September
Conduct Survey for behavior expectations	PBIS Coaches	November
Assemble team of volunteers to steer the initiative	PBIS Coaches	October
Provide training to PBIS coaches	Administrators	November
Provide SWIS Software training to teachers	PBIS Team	November
Assess progress and plan for 2016-2017 action plan	PBIS Team	December

(b) How will you measure student progress along the way? Please list at least <u>one</u> way you will measure <u>student progress</u> 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	Students will be identified for interventions in priority standards and assigned to appropriate enrichment sections for ELA and Math Teachers will articulate the mission of PBIS at Keith Middle School; teachers will communicate respect as a core value in their classrooms through verbal reinforcement and a visual representation of respect as a core value in the classroom.
What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	In ELA students will demonstrate close reading strategies, annotation of texts, and will answer higher order thinking questions; In math, students will be able to demonstrate their thought processes in solving math problems through written work and shared dialogue in classes. PBIS: Teachers will access and review SWIS conduct data.
What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal	In ELA students will internalize reading comprehension strategies and demonstrate independent application of these skills in their work. In math, students will demonstrate ownership of their learning through posing questions to each other about their problem-solving and modeling problem-solving for each other. PBIS: Teachers will use 2015-16 conduct data to prepare for behavioral matrix rollout in 2016-2017.

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.

<u>**Section 4. Develop a targeted PD plan to support SIP**</u>
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 <u>and</u> students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
Improve Reading Comprehension/Literacy Instruction across content areas	Teachers will model the strategies in their lessons; students will demonstrate effective vocabulary and literacy skills acquisition through using the strategies.	Individual teachers recognize the need for improved vocabulary and literacy skills acquisition instruction across grades and content areas;	Teachers will demonstrate a shift in practice as seen in walk-throughs; students work will reflect improvement based on these
Improve mathematics instruction with a specific focus on priority standards identified by Galileo, with particular focus on grade 7 performance	Students will demonstrate conceptual understandings through real-world problem-solving within the Gradual Release Instructional Model. Teachers will meet with TLS to review data and design re-teach strategies after identifying priority standards.	Most teachers are already skilled in accessing Galileo data and analyzing performance; teachers are willing to learn how to enhance their use of Galileo.	Teachers will shift from heavy reliance on direct instruction to the Gradual Release Model as a major part of their pedagogical repertoire.
Implement PBIS behavior interventions and acknowledgment system to improve climate and culture of the building]	Teachers will identify desirable behaviors and post expectations in their classrooms. Students and teachers will use a common, PBIS language to communicate and demonstrate appropriate behaviors classrooms, halls, and the cafeteria.	Teachers recognize the need for a change in conduct management in Keith Middle School. Teachers have already demonstrated a willingness to learn PBIS strategies.	Teachers will shift from a negative consequence aversion philosophy to a positive response philosophy in classroom management. Teachers will practice new behavioral interventions and decrease the number of office referrals they

			produce.

(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:	*Reading Comprehension/Literacy Instruction across content areas*		
Instructional strategies:	[enter instructional strategies covered in this PD sequence]	**Approximate dates:**	October 2015-March 2016
Meeting	**Learning objectives for teachers**		**Support needed**
14-Oct	Teachers will increase their capacity to access and analyze data on Galileo		Working computer labs to accommodate all teachers; access for all teachers to Galileo
29-Oct	Demonstrate an understanding of the importance of oral language development as a foundation for literacy development. Apply interactive strategies practiced in class activities to increase engagement in the sheltered content classroom and to promote oral language development using targeted vocabulary.		DESE slide show on tiered vocabulary Chart paper Markers Handouts on oral language and literacy development

	Identify key vocabulary words/phrases in a student text and appropriately assign words/phrases to one of three vocabulary tiers	
28-Oct	Teachers will design a re-structured enrichment class to implement targeted interventions	Class lists with identified priority standards
19-Nov	Teachers will demonstrate close reading strategies and apply these strategies through their lesson planning and assessment of student learning.	Dir. Of ELA and Literacy
17-Dec	Teachers will understand strategies for posing higher-order-thinking questions to their students and will demonstrate their understanding through drafting and applying H.O.T. questions in their lessons.	Blooms taxonomy; slide presentation on questioning strategies; chart paper, markers
27-Jan	Teachers will demonstrate annotation of a reading passage and will teach their students how to apply annotation strategies to their classes' reading assignments	Sample reading passages, writing instruments, handout on strategies.
9-Mar	Teachers will understand at least two strategies for summarizing texts and demonstrate understanding through including these strategies in a lesson plan.	ELA TLS

Focus area 2:	Improve mathematics instruction through shifting instructional strategies from a procedural framework to a conceptual framework.		
Instructional strategies:	**Direct Instruction with Guided Practice**	**Approximate dates:**	October-May
Meeting	**Learning objectives for teachers**		**Support needed**

14-Oct	Teachers will increase their capacity to access and analyze data on Galileo	Working computer labs to accommodate all teachers; access for all teachers to Galileo
28-Oct	Teachers will design a re-structured enrichment class to implement targeted interventions	
12-Nov	Teachers will understand the Gradual Release Model of Instruction and demonstrate understanding through applying the model to a lesson plan.	
19-Nov	Math teachers will understand that achieving conceptual understanding is an important component of mathematics education	
13-Jan	Teachers will develop one lesson with clear differentiation of instruction.	
11-May	Teachers will understand how to use manipulatives as a teaching tool in math classes. They will demonstrate understanding through developing and implementing a lesson plan that includes manipulatives.	

Focus Area 3	*Introduce year 1 of 3-year PBIS Rollout: Introduce PBIS Framework and identify focus areas for behavior expectations*		
Instructional strategies:	**Jigsaw/Report Out**	**Approximate dates:**	[enter timeline]
Meeting	**Learning objectives for teachers**		**Support needed**
9-Sept	Teachers will identify desired behaviors for "Work Hard" "Be Safe" and "Be Respectful" and identify the "look-fors" in the halls, classrooms, and cafeteria.		PowerPoint slideshow; chart paper, markers
	Power Point introduction to the PBIS Framework and Activity for		

	Building Consensus. Online Survey	
	SWIS Software Training in Computer Labs	Consultants from SWIS; working computer labs; software uploaded prior to training
	Presentation of Survey Results—priority behavior expectations Jigsaw—"What it Looks Like" in classroom, cafeteria, hallway.	
	Conduct end-of-year survey on progress and determine focus/action plan for 2016-2017.	