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 SY16-17 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 Dr. Jason DeFalco by <u>Friday, September 23</u>. Feedback on SIPs will be provided by <u>Friday, September 30</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. Please remember to crosswalk your SIP with the four turnaround practices shared at the Institute. The four objectives in the SIP must 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 2016-2017
School: *Renaissance Community School for the Arts*
Principal: *Jennifer Clune*

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 <u>number</u> of students that you need to move to meet each of the three goals listed above.

At least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5:
K DIBELS: 8
Grade 1 DIBELS: 3
Grade 2: STAR ELA: 11
 STAR MATH: 10
Grade 3: STAR ELA: 18
 STAR MATH: 16
Grade 4: STAR ELA: 18
 STAR MATH:23
 PARCC: ELA MOVE 5 STUDENTS
 PARCC: Math MOVE 6 STUDENTS
Grade 5: STAR Math: Move 17 Students
 STAR ELA: Move 13 Students

PARCC ELA: MOVE 7 STUDENTS
PARCC MATH: MOVE 5 STUDENTS

At least 10% of students in warning move into needs improvement in ELA and Math.
K DIBELS: 7
Grade 1 DIBELS: 5
Grade 2: STAR ELA: 2
STAR MATH: 2
Grade 3: STAR ELA: 3
STAR MATH: 3
Grade 4: STAR ELA: 3
STAR MATH: 4
PARCC: ELA MOVE 2 STUDENTS
PARCC: Math MOVE 2 STUDENTS
Grade 5: STAR Math: 3
STAR ELA: 3
PARCC ELA: MOVE 2 STUDENTS
PARCC MATH: MOVE 2 STUDENTS

By EOY, the district will see at least 10% of students in proficient move into advanced in ELA and Math
Grade 2: STAR ELA: 5
STAR MATH:5
Grade 3: STAR ELA: 1
STAR MATH: 1
Grade 4: STAR ELA: 2
STAR MATH: 1
PARCC: ELA MOVE 1 STUDENT
PARCC: Math MOVE 1 STUDENT
Grade 5: STAR Math: 1
STAR ELA: 1
PARCC ELA: MOVE 1 STUDENT
PARCC MATH: MOVE 1 STUDENT

(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*

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*

  ● *STAR DATA wall showing student progress.*
  ● *open response data wall showing student progress*
  ● *School instructional leadership team will meet monthly to analyze assessment data for each Grade including data from learning walks.*
  ● *Grade level teams will meet for weekly common planning that is dedicated to reviewing standards-based data, both formative and summative, and creating and monitoring data cycles to track student progress .*
● *Tracking number of students demonstrating mastery by standard in a data binder to help identify what parts of the content need revisiting.*

● *Progress monitor student growth*

  o *Bi-weekly monitoring for STAR math and reading (2-5)*

  o *Progress monitoring with DIBELS according to DIBELS progress monitoring calendar (K-2)*

  o *Weekly Reading Street tests (K-5)*

  o *Everyday Math Daily Check-ins (K-5)*

  o *Fountas & Pinnell ongoing benchmarking (K-5)*

  o *writing portfolios*

  ● *Progress monitor child development at the preschool level using High Scope COR (Preschool)*
  ● *Monitor student growth using summative assessments*

  o *BOY, MOY, EOY DIBELS (K-2)*
  o *BOY, MOY, and EOY benchmarks for STAR math and reading (2-5)*
  o *BOY, MOY, and EOY assessments Everyday Math (K-5)*
  o *Reading Street unit tests*
  o *Everyday Math unit and cumulative assessments (1-5)*
  o *Wilson Fundations Unit Tests (K-3)*
  o *Units of Study Writing Benchmarks*

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

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

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

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

Student performance data:
- *PARCC/MCAS item analysis, if available*
- *DIBELs*
- *Galileo*
- *Formative assessments*
- *Examples of student work*
- *Final exams*

Instructional data:
- *Observation data on curriculum and instruction*
- *Feedback to teachers*

Student indicator data:
- *Student attendance*
- *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?

STRENGTHS:
- 80% of K and grade 1 students met benchmark on DIBELS.
- In addition, 75% of students met K and 1 F and P expectations for reading at EOY.
- Grade 1 2016-17 BOY math data shows strong K math skills being carried over.
- 2016-17 BOY reading street tests show strength in vocabulary section indicating the work with tier II words and time on reading is helping to increase student vocabulary.

TEACHER STRENGTHS:
- One kindergarten teacher repeatedly shows data in the 70-85% range on all assessments.
- One grade 3 teacher had significant Galileo increases in proficiency: ELA 25%-50% and Math 40%-70%.

LEVERAGING STRONG TEACHERS:
- demo lessons
- tape their lessons for viewing by others
- shared lesson plans by grade 3 teacher (and others who exemplify strong planning)

(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?**

Struggle:

Grade 2 and Grade 4 Galileo were of high concern. Both classes had low Galileo proficiency throughout the year.

Grade 4 had a decrease in number of students proficient on PARCC with math being of serious concern.

The poor performance on these benchmarks indicate poor planning, execution, and assessment of student data.

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).

Primary Focus Area: *Using Data to Inform Instruction: The Data Cycle*

2-3 Secondary Focus Areas:
- Math open response
- Responding to literature – open response
- SEI Strategies

#1 Primary Focus Area: *Using Data to Inform Instruction: The Data Cycle*

Activities		
10 hours of school wide PD	Regular PD: bi-monthly on data by all staff	
Implementation of data cycles: grade level teams will meet for weekly common planning to reviewing standards-based data, both formative and summative, and create and monitoring data cycles to track student progress.	Meetings/common planning review of weekly (formative) CR tests, end of unit (summative). Data trackers passed in regularly to principal.	
SILT will meet monthly to analyze assessment data for each grade and make recommendations for focus areas.	1-2x/month. Identified standards needing to be addressed.	
Progress monitor student growth using formative assessments: • *Bi-weekly monitoring for STAR math and reading (2-*		

5) ● *Progress monitoring with DIBELS according to DIBELS progress monitoring calendar (K-2)* ● *reading and math weekly open responses* ● *Weekly Reading Street tests (K-5)* ● *Everyday Math Daily Check-ins (K-5)* ● *Fountas & Pinnell (K-5)* ● *writing portfolio*		
Progress monitor child development at the preschool level using High Scope COR (Preschool)	Informal assessment: letter, number, sound recognition, counting, writing. Monthly plan to phase out High Scope and move to OWL.	
Monitor student growth using summative assessments: ● *BOY, MOY, and EOY benchmarks for STAR math and reading (2-5)* ● *Reading Street unit tests* ● *Everyday Math unit and cumulative assessments (1-5)* ● *Everyday Math BOY, MOY, and EOY assessments (K-5)* ● *Wilson Fundations Unit Test (K-3)* ● *Units of study Writing Benchmarks*		

#2 Secondary Focus Area: math open response

Weekly open response question focused on either a. application of content recently taught b. as a formative assessment for a reteach	Teachers chose either A or B weekly.	
Track student progress in data trackers		
Review of student improvement during common planning; Create next step plans including assessment	Both during common planning and coaching.	
Review of open response data during common planning and coaching.		

#3 Secondary Focus Area: responding to literature open response

Weekly student prompts focusing on skills from curriculum guide and writing units of study		
Track student progress in data trackers		
Review of student improvement during common planning; Create next step plans including assessment		
Review of open response data during common planning and coaching		

#4 Secondary Focus Area: SEI strategies

10 hours of school wide PD		
Lesson plans will show evidence of embedded strategies	Part of principal "look fors" and feedback provided from lesson plan reviews	
Demonstration of strategies and use of appropriate materials during PD sessions		

(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.

What I will see by <u>Nov. 1</u> to know	

that students are on track to meet the end-of-year goal	Focus Area 1: Increase of student performance as seen in STAR progress monitoring Focus Area 2: 50% of students scoring proficient on weekly math open response Focus Area 3: 50% of students scoring proficient on weekly response to literature open response Focus Area 4: students will be regularly participating in a minimum of 4 activities related to tier II instruction
What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	Focus Area 1: increase in student performance as seen in STAR progress monitoring; students working on differentiated tasks Focus Area 2: 60% of students scoring proficient on weekly math open response Focus Area 3: 50% of students scoring proficient on weekly response to literature open response Focus Area 4: Student using habits of discussion
What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal	Focus Area 1: increase in student performance as seen in STAR progress monitoring; students working on differentiated tasks Focus Area 2: 80% of students scoring proficient on weekly open responses Focus Area 3: 80% of student scoring proficient on weekly response to literature open responses Focus Area 4: students using content learning logs

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	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus

	like after PD (describe for teachers _and_ students)		
Using Data to inform instruction	Implementation of data cycles resulting in 80% of student mastery.	Some teachers are able to analyze student work and identify what needs to be addressed	All teachers to be able to implement a data cycle.
Math open response	Teachers can plan, deliver, and assess instruction so that students can apply content knowledge in an open response; Increase in students scoring proficient on open response questions	75% of staff are well planned	All teachers are able to deliver the planned instruction, assess and differentiate.
Responding to literature- open response	Teachers can plan, deliver, and assess instruction so that students can apply content knowledge in an open response; Increase in students scoring proficient on open response questions	75% of staff are well planned	All teachers are able to deliver the planned instruction, assess and differentiate.
SEI Strategies	All SEI strategies from PD planned for in lesson planning and implementing in the classroom as a regular part of instruction; Students will utilize SEI strategies	Many teachers use some strategies as a regular part of instruction; these include sentence frames, anchor charts, and tier II words.	Teachers need to use more SEI strategies. Teachers need to use the can do descriptors i planning for instruction.

(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.

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	Using data to inform instruction		
	Checks for understanding		Oct – Dec (approx 10 wee
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 le 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 directo support for how to use ch understanding with Readi 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		

	Using Data to Inform Instruction/math open response and response to literature open response		
	Differentiation of Instruction		5 sessions 2 hours
9/23/16	how to look at data and analyze what you see how to make an action plan that includes assessment		

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common planning	assess implementation of plan and assessment	
11/18/16	planning for differentiation in action plans	
common planning	review data from differentiated activities	
1/20/17	differentiation in writing	
common planning	review data	
3/24/17	differentiation in math	
common planning	review data	
PD 4/28/17	Literacy block expectations/schedule; Review of Reading Street materials and curriculum units of study	
common planning	review data	

	math open response and responding to literature open response	
	coaching	
In order to achieve 80% mastery on open response questions certain steps must be in place. Teachers will received bi weekly coaching either from the TLS or principal on an as needed basis in the following:	- lesson planning - delivery of instruction of planned lesson - creation of open response questions - review of open response data and planning for instruction and assessment	
6/9/17 PD	Review of Scope and Sequence of Math Curriculum/Math block Expectations	

	SEI Strategies		
			September-June 1 hour
PD 9/23/16	Review of Seven Step Vocabulary, Cut and Grow, Habits of Discussion		
Oct. SILT	Review of data from baseline learning walk on embedded Tier II, Cut and Grow, and Habits of Discussion.		
PD 10/21/16	Review of student work: tier II and cut and grow		
PD 11/18/16	Introduction of Can Do Descriptors; placement of students		
Nov. SILT	Review of data from learning walk on embedded Tier II, Cut and Grow, and Habits of Discussion.		
PD 12/16/16	Planning Using the Can Do Descriptors		
PD 1/20/17	Planning Using the Can Do Descriptors		
January SILT	Review of data fromlearning walk on embedded Tier II, Cut and Grow, and Habits of Discussion.		
PD 2/10/17	Planning Using the Can Do Descriptors		
PD 3/24/17	Introduction of Think Aloud, Total Physical Response, RAFT, and Partner Reading		
March SILT	Review of data from learning walk on embedded Tier II, Cut and Grow, and Habits of Discussion.		
PD 5/19/17	Review of March 24 PD and sharing opportunities for embedding strategies in instruction		
May SILT	Review of data from learning walk on embedded Total Physical Response, RAFT, Partner Reading, and Think Aloud		