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| **sCHOOL NAME:** | **PRINCIPAL:** | **DATE:** |

**School Improvement Plan (SIP) 2015-2017**

The District seeks to engage all schools in the district in collaborative cultures of data-informed decision-making with the aim of improving student learning. The purpose of the School Improvement Plan is to support schools in:

1. Using an inquiry process to examine quantitative and qualitative data to identify and prioritize needs,
2. Developing a few high-leverage strategic objectives that will drive a coherent plan of work,
3. Identifying a limited set of strategic initiatives within each objective that will lead to improved student learning
4. Developing a set of actions for achieving the strategic initiatives, and
5. Creating a plan to measure progress and impact against collaboratively-identified benchmarks.

While the School Improvement Plan document is due September 15, 2015, schools will be encouraged to revise/add to the plan as needed along the way (strategic objectives, strategic initiatives, action plan, plans to assess progress). This should not be viewed as a static document, but rather an ongoing effort to document and encourage continuous learning and improvement at the school level.

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| **School Improvement Planning Timeline** | | |
| CYCLE OF PLAN-ACT-ASSESS | | |
| **Due Date** | **Section** | **Feedback Provided By** |
| April 1 - 20, 2015 | In collaboration with your school team and central office support, complete SIP Section 1 (needs assessment) | April 15 – May 11, 2015 |
| April 20 – May 15, 2015 | In collaboration with your school team and central office support, complete Section 2 (Theory of Action, Core Values, 1-3 intended Strategic Objectives) | May 11 – June 5, 2015 |
| May 15 - June 10, 2015 | In collaboration with your school team and central office support, complete Strategic Initiatives, Early Evidence of Impact, Short Term Evidence of Impact, Annual Outcomes and Long Term Outcomes (first part of Section 3) | June 30, 2015 |
| September 15, 2015 | In collaboration with your school team and central office support, complete Action Steps.  **Turn in completed School Improvement Plan** | September 30, 2015 |
| September - Ongoing | Analyze your school’s progress towards the early evidence and short term evidence of impact identified in your Action Plan and revise Action Plan as needed. | Ongoing |
| February – March 2016 | Mid-year school self-review | February - March 2016 |

**OVERVIEW OF THE SCHOOL IMPROVEMENT PLANNING PROCESS**

The recommended steps to be taken during the development and implementation of a school improvement plan mirror the steps of a cycle of continuous improvement and the NHPS collective responsibility framework of ***Plan-Act-Assess***. The goal is that the school improvement plan is a vital part of an ongoing process of reflection and refinement of educational practice that will lead to substantial and ongoing student learning gains. The phases include:

**SECTION 1: NEEDS ASSESSMENT**

**Section 1, Part 1: School Strengths**

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| **Step #1:** Review school **trend data** and identify up to 5 of the school’s greatest strengths. List these strengths below, citing specific data points. | **Step #2 (Optional):** Using a tool for school self-reflection (e.g. State Needs Assessment Audit tool, Global Best Practices tool, etc.), align strengths to particular indicators or dimensions of an effective school. | **Step #3:** Identify strategies, programs, or initiatives contributing to the strength. What are your **hypotheses** regarding what contributes to this as a strength? |
| **Indicator** |
| 1. The percentage rate of math achievement on the computation fluency assessments has shown an increase during the last 2 years | **2.1 Curriculum Alignment**  **2.2 Academic Rigor** | \* The specific school wide focus on computational fluency led to an increase of overall proficiency rates.  \* All middle school teachers consistently taught students to use 4 different algorithms to solve math computational problems  \* Staff PD with a focus on specific mathematical instructional moves |
| 2. |  |  |

**Section 1, Part 2: School Growth Areas**

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| **Step #1:** Review school **trend data** and identify up to 5 of the school’s most significant growth areas. List these growth areas below, citing specific data points. | **Step #2 (Optional):** Using a tool for school self-reflection (e.g. State Needs Assessment Audit tool, Global Best Practices tool, etc.), align growth areas to particular indicators or dimensions of an effective school. | **Step #3:** What are the **root causes** of this growth area? Specifically, what factors contribute or lead to the school’s challenges in this area? |
| **Indicator** |
| 65% of students in grades 2, 3 and 4 fell into the struggling readers category (below 45) on the DRP. Large percentages of those students scoring in the struggling reading category are ELL students. As we look at the DRP data along with our SQR and classroom observations, what continues to surface is that our students, particularly our ELL students, struggle with conducting a close reading of the text and making logical text inferences grounded in textual evidence. | **2.2 Academic Rigor**  **2.5 Support for Special Populations** | We have identified two primary root causes:  \* With a relatively new faculty, we did not have robust professional development focused on early grade literacy strategies, utilizing SIOP methods, and differentiating instruction based on formative assessment data.  \* Inconsistent monitoring of students did not allow us to recognize early enough students not on target.  \* Inconsistent levels of rigor in classroom instruction and particularly frequent low-level questioning. |

**SECTION 2: SCHOOL VISION, CORE VALUES AND THEORY OF ACTION**

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| VISION STATEMENT  ***Where are we going?*** *Describes in clear, compelling terms the preferred future reality of what the school must become to help all students learn.* |
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| CORE VALUES  ***How do we travel?*** *The values that underlie our work, how we interact with each other, and which strategies we employ to fulfill our vision* |
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| THEORY OF ACTION  ***What is our path?*** *The beliefs and assumptions we hold about why certain actions will lead to the vision we seek. Framed as an “if…then” statement.* |
| ***IF*** we increase the rigor of classroom instruction for every student every day, use data to differentiate instruction and identify opportunities for intervention and enrichment, and establish a climate that focuses on learning and engages families as partners in student learning, ***THEN*** students will engage in their learning and develop the knowledge and skills to succeed in school and in life. |
| INTENDED STRATEGIC OBJECTIVES  *The coherent group of overarching goals and key levers for improvement that will achieve the vision.* |
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**SECTION 3: STRATEGIC OBJECTIVES, STRATEGIC INITIATIVES & ACTION STEPS**

**Guidelines**

Each school will complete the Action Plan Template below for 2-3 strategic objectives.

* The strategic objectives may be decided based on your school’s unique needs and your analysis of data.
* The strategic initiatives should lead to substantial gains in student learning.
* Strategic initiatives and action plans should take into consideration gap closure for sub-group populations (e.g. special needs, ELL, etc.).
* Please feel free to add a page for additional details or definitions of terms/acronyms.

**Step #1:** In collaboration with your school’s leadership team and school committees, identify the 2-3 strategic objectives that your school will focus on in the next two years to drive improvement.

**Step #2:** Identify 1-3 strategic initiatives that the school will implement to achieve the desired outcomes. Specifically, what strategies will the school employ to achieve its objectives?

**Step #3:** Identify the expected long-term outcomes. Link each initiative to quantifiable early evidence of impact. How will the school monitor the impact of its initiatives and action steps?

**Step #4:** Determine a set of action steps.

* Identify an owner or lead. Who will be responsible for leading the implementation of the action step and monitoring early evidence of impact?
* Identify the resources required for successful implementation (e.g., staffing, training, technology, funding, materials).
* Identify the timeframe for each action step. When will the school team review evidence of progress?

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| **Element** | **Definition** |
| **Strategic Objectives** | The coherent group of overarching goals and key levers for improvement that will achieve the vision. |
| **Strategic Initiatives** | The projects and programs that support and will achieve the strategic objectives and lead to substantial gains in student learning. |
| **Long Term Outcomes** | The expected results at the end of two years: what they will be, how they will be measured, when they will occur.For example, in Year 2, reduce the Algebra I achievement gap for English language learners by 25% as measured by the end of year proficiency exam. |
| **Evidence of Impact** | Identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence of impact are indicators of effective implementation rather than measurements of interim results. Early evidence of impact might include changes in practice or attitude from sources such as classroom observation or surveys. For example, an increase in student use of oral language was observed in 80% of these ESL teachers’ classrooms between October and May. |

| **Strategic Objective #1** | | | | | |
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| Improve the quality and rigor of instruction across all classrooms, especially the use of SIOP strategies; higher order questioning, and the use of data to differentiate instruction. | | | | | |
| **Which district goal(s) does this strategic objective align to?** | | | | | |
| #3: At every stage of K-12 education, students should be prepared for success at the next level. This includes functional reading by the end of first grade; grade-level reading, writing, and math at the end of middle school; high school transcripts that reflect on-track mastery of core course subjects; and post-secondary readiness on standardized assessments, including the PSAT/SAT and other instruments. | | | | | |
| **Initiative #1** | | | | | |
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| **Long Term Outcomes (after year 2)** | | | | | |
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| **Early Evidence of Impact (monthly):** | **Short Term Evidence of Impact (quarterly):** | | | **Annual Outcomes (after Year 1):** | |
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| **Year 1 Action Steps** | | **Lead** | **Resource Requirements** | | **Completion Date** |
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| **Strategic Objective #1** | | | | | |
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| **Initiative #2** | | | | | |
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| **Long Term Outcomes (after year 2)** | | | | | |
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| **Early Evidence of Impact (monthly)** | **Short Term Evidence of Impact (quarterly):** | | | **Annual Outcomes (after Year 1):** | |
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| **Year 1 Action Steps** | | **Lead** | **Resource Requirements** | | **Completion Date** |
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| **Strategic Objective #1** | | | | | |
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| **Initiative #3 (Optional)** | | | | | |
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| **Long Term Outcomes (after year 2)** | | | | | |
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| **Early Evidence of Impact (monthly)** | **Short Term Evidence of Impact (quarterly):** | | | **Annual Outcomes (after Year 1):** | |
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| **Year 1 Action Steps** | | **Lead** | **Resource Requirements** | | **Completion Date** |
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| **Year 2 Anticipated Action Steps**  **Strategic Objective # 1** | |
| **Strategic Initiative** | **Anticipated Action Steps** |
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| **Strategic Objective #2** | | | | | |
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| **Which district goal(s) does this strategic objective align to?** | | | | | |
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| **Initiative #1** | | | | | |
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| **Long Term Outcomes (after year 2)** | | | | | |
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| **Early Evidence of Impact (monthly):** | **Short Term Evidence of Impact (quarterly):** | | | **Annual Outcomes (after Year 1):** | |
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| **Year 1 Action Steps** | | **Lead** | **Resource Requirements** | | **Completion Date** |
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| **Strategic Objective #2** | | | | | |
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| **Initiative #2** | | | | | |
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| **Long Term Outcomes (after year 2)** | | | | | |
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| **Early Evidence of Impact (monthly)** | **Short Term Evidence of Impact (quarterly):** | | | **Annual Outcomes (after Year 1):** | |
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| **Year 1 Action Steps** | | **Lead** | **Resource Requirements** | | **Completion Date** |
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| **Strategic Objective #2** | | | | | |
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| **Initiative #3 (Optional)** | | | | | |
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| **Long Term Outcomes (after year 2)** | | | | | |
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| **Early Evidence of Impact (monthly)** | **Short Term Evidence of Impact (quarterly):** | | | **Annual Outcomes (after Year 1):** | |
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| **Year 1 Action Steps** | | **Lead** | **Resource Requirements** | | **Completion Date** |
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| **Year 2 Anticipated Action Steps**  **Strategic Objective # 2** | |
| **Strategic Initiative** | **Anticipated Action Steps** |
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