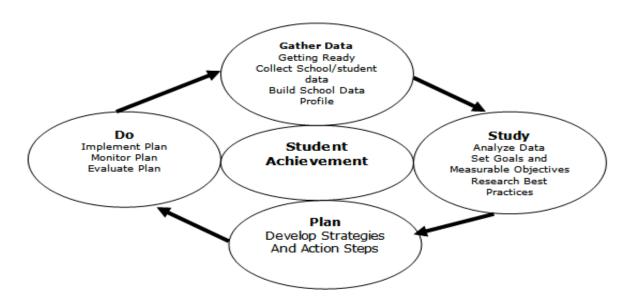
## **SCHOOL DEVELOPMENT**



Introduction

The Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist schools in the creation and use of an *Action Portfolio* that will guide and inform the school's Continuous School Improvement Planning Process.

The *Action Portfolio* begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and
   protocols of practice of effective schools.
  - Give direction to, support, and enhance the school improvement planning process.

The School Development Framework Rubrics assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The Comprehensive Needs Assessment (CNA) is another tool that has been developed as a part of the Action Portfolio. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- •Who do we serve?
- •How do we do business?
- •Where are we now?
- •Where do we want to be?
- •What and where are the gaps?
- •What is/are the root cause(s) for the gaps?
- •How will we get to where we want to be?
- •How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The School Improvement Plan template (SIP) has been designed to provide schools and districts with a

common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and

continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools. These documents are available on the Advanc-ed School Improvement website. The format of the web based version looks different, however the information you will be asked to enter onto the web-based form is the same as the information asked for on the attached word version of the SIP.

#### **School Resource Profile**

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your school

improvement plan, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the school improvement plan.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at:

www.mi.gov/schoolimprovement.

☐ General Funds	☐Title I School	☐Title II Part A	☐Title III
	Improvement (ISI)	☐Title II Part D	
☐Title I Part A	Phase:	□USAC - Technology	
☐Title I Schoolwide			
☐Title I Part C			
☐Title I Part D			
☐Title IV Part A	☐Section 31 a	☐ Head Start	☐ Special Education
☐Title V Parts A-C	☐Section 32 e	☐ Even Start	
	☐Section 41	☐ Early Reading First	

Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of

NCLB is available at www.mi.gov/schoolimprovement.

#### **Instructions for Completion**

The development of a School Improvement Plan is required by PA25 for all schools in Michigan. A copy of the required elements for a school plan as required by PA25, as well as, other federal grant requirements follows these instructions. Schools are encouraged to review these requirements and insure that all PA25 requirements and any grant related requirement that is appropriate to the school, is addressed within the plan that is developed.

Section I - Comprehensive Analysis Report on Student Achievement was developed during the completion of the School Comprehensive Needs Assessment (SCNA). This section of the plan will address those requirements that speak to establishing academic content area goals based on identified student academic needs, contributing causes for identified gaps in achievement, and a description of the multiple academic assessments that will be used to identify student learning needs. List only one goal per sheet.

Section II - Comprehensive Analysis Report on System Processes and Practices of the School Improvement Plan template identifies system processes and practices that were self-assessed using the CNA and identified as challenges that supported specific content area goals. These challenges should be developed into strategies and/or action steps within Section III of this plan.

Section III - Plan to Accomplish Student Achievement Goals and Objectives is the plan that will describe what objectives, strategies, and actions a school will take to accomplish its stated student academic goals. This section will ask you to list:

- Measurable Objective Statement to Support Goal: Specific measurable objectives that you will
  implement to achieve your stated goal. While you can have multiple objectives per goal (no more
  than 3-5 are recommend) you should use one sheet for each objective. Objective statements should
  describe who, will do what, by when, as measured by what.
- <u>Multiple measures of student achievement</u> that you will use to measure success of the stated objectives. List the multiple types of assessments you will use to measure achievement of the objective statement. Assessments used should:
  - be of high-quality student academic assessments that are in addition to the MEAP/MME academic assessments,
  - > determine the success of student academic achievement,
  - provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards,

- assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served to meet state student achievement academic standards and do well in the local curriculum,
- determine what revisions are needed to objectives and strategies so that students meet the state student academic achievement standards, and
- effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional assessments.
- Strategy Statement: This will be a statement of what the school/adults will do in order to implement the stated objective. Schools should review the list of Required Elements listed on pages 8 and 9 to ensure that for each goal area, the planned activities also address any of the required strategies listed on the charts. (All PA25 requirements and any requirements for a grant(s) that the school has).

- Activity: Activity statements are adult focused. For each of the strategies listed:
  - > describe the activities to implement the strategy,

- > person who will be responsible for implementing the activity,
- the timeline for the strategy,
- > resources needed,
- source of funding for resources,
- > the cost for the resource,
- > the data you will collect to monitor the activities, and
- > the criteria to be used to evaluate the effectiveness of the activity.
- Other Required Information: These will be additional statements that relate to the objective and strategy listed under the goal and objective statements.
- Stakeholder Involvement: Involvement of all stakeholder groups in the planning, development, and evaluation of the plan is required. This page allows you to document that involvement and describe the decision-making process that was used to develop the school improvement plan.
- Statement of Non-Discrimination: All plans must be published/distributed to all interested stakeholders, and will require a statement of assurance of compliance with federal Office of Civil Rights regulations prohibiting discrimination. This page has been provided to satisfy that requirement. Be sure to fill in the designated contact information.

Copies of the Framework, Rubric, School Comprehensive Needs Assessment (CNA), and this template are available on the web at:

www.mi.gov/schoolimprovement

www.advanc-ed.org/mde

## Required Elements of a School Improvement Plan

## Checklist

The School Improvement Planning (SIP) template has been developed to include those items that are required of all schools as a result of

PA 25 in the design of the template. Each cell of the template relates to these requirements. All schools will need to complete each of the cells in the template in order to meet PA 25 requirements. Items denote in Red represent the required Title I Schoolwide program requirements.

## Required Elements that have been built into the SIP template

	PA	US	TI	TI	ISI	SE	NC	Ва	TI	TI	T2	T2	Т	S	S	S	Pag
Required Items that have been built into the Template	25	AC	TA	s			Α	ı	С	D	Α	D	Ш	41	31	32	e in
Design	*			w											A	E	SIP
Comprehensive Needs Assessment (1)				X													
Legislative Citation																	
Legislative Citation  A comprehensive needs assessment of the entire school																	

	PA	US	TI	TI	ISI	SE	NC	Ва	TI	TI	T2	T2	Т	S	S	S	Pag
Required Items that have been built into the Template	25	AC	TA	s			Α	ı	С	D	Α	D	Ш	41	31	32	e in
Design	*			w											Α	Ε	SIP
(including taking into account the needs of migratory children																	
as defined in section 1309(2)) that is based on information																	
which includes the achievement of children in relation to the																	
State academic content standards and the State student																	
academic achievement standards described in section																	
1111(b)(1).																	
[NCLB Act Sec. 1114 (b)(1)(A)]																	
Assesses the needs of the school relative to each of the																	
components of the schoolwide program under Section 200.28																	
as described in section 200.26 (a) (ii).																	
3-5 year comprehensive school improvement plan cycle	X																
Comprehensive Plan Requirement #1: Legislative Citation				X													
IN GENERAL— Any eligible school that desires to operate a																	
schoolwide program shall first develop (or amend a plan for																	

	PA	US	TI	TI	ISI	SE	NC	Ва	TI	TI	T2	T2	Т	S	S	S	Pag
Required Items that have been built into the Template	25	AC	TA	S			Α	ı	С	D	Α	D	Ш	41	31	32	e in
Design	*			w											A	E	SIP
such a program that was in existence on the day before the																	
date of enactment of the No Child Left Behind Act																	
of 2001), in consultation with the local educational agency																	
and its school support team or other technical assistance																	
provider under section 1117, a comprehensive plan for																	
reforming the total instructional program in the school that—																	
describes how the school will implement the components																	
described in paragraph (1). [NCLB Act																	
Sec. 1114 (b)(2)(A)(i)]																	
Mission Statement	X						X	X									
Goals based on academic objectives for all students	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Local board of education approval of the SIP	X	X															
Local district approval of the SIP	X																
Evaluation of School Improvement Plan Legislative	X	X	X	X	X	X	X	X									
<u>Citation</u>																	

	PA	US	TI	TI	ISI	SE	NC	Ва	TI	TI	T2	T2	Т	S	S	S	Pag
Required Items that have been built into the Template	25	AC	TA	s			A	ı	С	D	A	D	III	41	31	32	e in
Design	*			w											A	E	SIP
(c) Evaluation. A school operating a schoolwide program																	
must –																	
(1) Annually evaluate the implementation of, and results																	
achieved by, the schoolwide program, using data from the																	
State's annual assessments and other indicators of academic																	
achievement;																	
(2) Determine whether the schoolwide program has been																	
effective in increasing the achievement of students who had																	
been furthest from achieving the standards; and																	
(3) Revise the plan, as necessary, based on the results of the																	
evaluation, to ensure continuous improvement of students in																	
the schoolwide program.																	
[Section 200.26(c) of the Title I Final Regulation]																	
Professional learning strategies to support SI strategies	X	X	X	X	X												
included in SIP																	

	РА	US	TI	TI	ISI	SE	NC	Ва	TI	TI	T2	T2	Т	S	S	S	Pag
Required Items that have been built into the Template	25	AC	TA	S			Α	ı	С	D	A	D	Ш	41	31	32	e in
Design	*			w											A	Ε	SIP
Use effective methods and instructional strategies that are	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
based on scientifically-based research																	
(10) Coordination and Integration of Federal, State and	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Local Programs and Resources <u>Legislative Citation</u>																	
Coordination and integration of Federal, State, and local																	
services and programs, including programs supported under																	
this Act, violence prevention programs, nutrition programs,																	
housing programs, Head Start, adult education, vocational																	
and technical education, and job training.																	
[NCLB Act Sec. 1114 (b)(1)(J)] Comprehensive Plan																	
Requirements #2 and #3: [NCLB Act Sec. 1114																	
(b)(2)(A)(ii)(iii)]																	
Describe how the school will provide individual student			X	X	X	X	X	X	X	X	X	X	X	X	X	X	
academic assessment, and school related information in a																	
language all stakeholders can understand																	

	PA	US	TI	TI	ISI	SE	NC	Ва	TI	TI	T2	T2	Т	S	S	S	Pag
Required Items that have been built into the Template	25	AC	TA	s			Α	ı	С	D	Α	D	III	41	31	32	e in
Design	*			w											Α	E	SIP
How the school will integrate the use of technology to support	X	X									X	X					
teaching and learning																	
How all stakeholders will be involved in the planning,	X		X	X	X	X		X									
development, implementation, and evaluation of the SIP																	
Compliance with Office of Civil Rights (statement for use	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
attached to plan)																	
Use of multiple sources of data to identify and monitor	X		X	X	X	X	X	X	X	X			X		X		
student academic achievement																	
Development of alternative measures of assessment that will	X		X	X	X	X	X	X	X	X							
provide authentic assessment of pupils' achievements, skills,																	
and competencies																	
The decision making process used at the school	X		X	X					X	X			X				
The use of data to drive all decision making activities in	X		X	X	X	X	X	X									
building																	

	PA	US	TI	TI	ISI	SE	NC	Ва	TI	TI	T2	T2	T	S	S	S	Pag
Required Items that have been built into the Template	25	AC	TA	s			Α	ı	С	D	Α	D	Ш	41	31	32	e in
Design	*			w											A	E	SIP

#### Checklist

## Additional Required Strategies to be Included in the Plan

The following chart identifies additional required items that must be included in a school improvement plan, based on resources that a school may have. Each item is identified by the requiring agency. Please review the list and identify any additional items that may be required for your school and ensure that they are included in your school improvement plan as strategies or activities to accomplish your goals. Those items denoted in red represent those strategies that are additionally required for Title I Schoolwide programs.

	PA	US	TI	TI	ISI	SE	N	Ва	TI	TI	T2	T2	Т	S	S	S	Pag
Additional Strategies/Activities that schools/districts must	25	Α	TA	s			С	ı	С	D	A	D	Ш	41	31	32	e in
include in the SIP under appropriate Student Goals	*	С		w			Α								A	E	SIP
Describes how the school will use grant resources to support the		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
activities described in the SIP																	
Professional Learning (PL) Activities that include:																	
(5)High-quality and Ongoing Professional Development:			X	X													

	РА	US	TI	TI	ISI	SE	N	Ва	TI	TI	T2	T2	Т	S	S	S	Pag
Additional Strategies/Activities that schools/districts must	25	A	TA	s			С	ı	С	D	A	D	Ш	41	31	32	e in
include in the SIP under appropriate Student Goals	*	С		w			A								Α	E	SIP
Legislative Citation																	
In accordance with section 1119 and subsection (a) (4), high-																	
quality and ongoing professional development for teachers,																	
principals, and paraprofessionals and, if appropriate, pupil																	
services personnel, parents, and other staff to enable all children																	
in the school to meet the State's student academic achievement																	
standards.																	
[NCLB Act Sec. 1114 (b)(D)]																	
Building collaborative decision-making skills	X		X	X													
Improve site-based decision-making skills	X		X	X	X	X	X	X									
Improve the school improvement planning process	X																
Improvement of instructional leadership skills	X																
How PL activities are identified and resources to support them	X																
How all stakeholders are involved in the planning for PL	X										X	X	X				
Improved teaching in core content areas	X										X						

	PA	US	TI	TI	ISI	SE	N	Ва	TI	TI	T2	T2	Т	S	S	S	Pag
Additional Strategies/Activities that schools/districts must	25	Α	TA	s			С	I	С	D	Α	D	III	41	31	32	e in
include in the SIP under appropriate Student Goals	*	С		w			A								A	E	SIP
Designed to build teachers skill in the use of academic			X	X							X						
assessment data to inform instruction and learning																	
Based on a needs assessment to determine PL needs	X		X	X	X						X	X	X				
Designed to eliminate achievement gap	X		X	X	X												
Based on research			X	X	X						X	X	X		X		
Improve teacher's skills in meeting the learning needs of all			X	X	X	X					X						
students in the building																	
Activities are tied to adequate yearly progress goals			X	X	X												
Strategy to ensure that staff knows how to use technologies to		X															
improve student achievement																	
(2) Schoolwide Reform Strategies: Legislative Citation				X													
Schoolwide Reform Strategies that—																	
provide opportunities for all children to meet the state's proficient																	
and advanced levels of student academic achievement described																	
in section 1111(b)(1)(D);																	

	РА	US	TI	TI	ISI	SE	N	Ва	TI	TI	T2	T2	Т	S	S	S	Pag
Additional Strategies/Activities that schools/districts must	25	Α	TA	s			С	ı	С	D	Α	D	Ш	41	31	32	e in
include in the SIP under appropriate Student Goals	*	С		w			A								Α	E	SIP
use effective methods and instructional strategies that are based																	
on scientifically based research that—																	
strengthen the core academic program in the school;																	
increase the amount and quality of learning time, such as																	
providing an extended school year and before- and after-school																	
and summer programs and opportunities, and help provide an																	
enriched and accelerated curriculum; and include strategies for																	
meeting the educational needs of historically underserved																	
populations;																	
include strategies to address the needs of all children in the																	
school, but particularly the needs of low-achieving children and																	
those at risk of not meeting the State student academic																	
achievement standards who are members of the target																	
population of any program that is included in the schoolwide																	
program																	

	РА	US	TI	TI	ISI	SE	N	Ва	TI	TI	T2	T2	T	S	S	S	Pag
Additional Strategies/Activities that schools/districts must	25	Α	ТА	s			С	ı	С	D	Α	D	Ш	41	31	32	e in
include in the SIP under appropriate Student Goals	*	С		w			A								A	E	SIP
address how the school will determine if such needs have been																	
met; and																	
are consistent with, and are designed to implement, the State																	
and local improvement plans, if any.																	
(NCLB Act Sec 1114 (b)(B)(i)(ii)(I)(II)(III)(iii)(I) (aa)(bb)(cc)(II)(iv)																	
Provide opportunities for all children to meet the state's proficient			X	Х					X	X							
and advanced levels of student academic achievement																	
Strengthen the core academic program in the school to provide			X	X					X	X			X		X		
opportunities for all children to meet the state's proficient and																	
advanced levels of student academic achievement																	
Increase the amount and quality of learning time			X	X					X	X			X				
Include strategies for meeting the educational needs of			X	X					X	X			X				
historically underserved populations																	
(9) Timely and Additional Assistance to Students Having			X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Difficulty Mastering the Standards: <u>Legislative Citation</u>																	

	PA	US	TI	TI	ISI	SE	N	Ва	TI	TI	T2	T2	Т	S	S	S	Pag
Additional Strategies/Activities that schools/districts must	25	Α	TA	s			С	ı	С	D	Α	D	Ш	41	31	32	e in
include in the SIP under appropriate Student Goals	*	С		W			A								Α	E	SIP
Activities to ensure that students who experience difficulty																	<u> </u>
mastering the proficient or advanced levels of academic																	
achievement standards required by section 1111 (b)(1) shall be																	
provided with effective, timely additional assistance which shall																	
include measures to ensure that students' difficulties are																	
identified on a timely basis and to provide sufficient information																	
on which to base effective assistance. [NCLB Act Sec. 1114																	
(b)(1)(l)]																	
Strategies and action steps are tied to adequate yearly progress			X	X	X				X	X			X				
goals																	

	Р	U	TI	TI	ISI	S	N	В	TI	TI	T2	T2	T	S	S	S	Pag
Additional Strategies/Action Steps that schools/districts must	Α	s	т	s		E	С	al	С	D	Α	D	Ш	41	31	32	e in
include in the SIP under appropriate Student Goals	25	A	A	w			Α								Α	E	SIP
	*	С															
Strategies/activities that will make available, in as many fields as	X																
practicable, opportunities for structured on-the-job learning, such as																	
apprenticeships and internships, combined with classroom instruction.																	
Strategies/activities that will develop and utilize community resources	X								X								
Strategies/activities that will utilize adult and community education,	X							X									
libraries and community colleges to support goals and objectives																	
3) Instruction by Highly Qualified Professional Staff (Teachers and			X	X	X	X	X	X			X						
Instructional Paraprofessionals) <u>Legislative Citation</u> Instruction by																	
highly qualified teachers. [NCLB Act																	
Sec. 1114 (b)(1)(C)] LOCAL PLAN.— As part of the plan described in																	
section 1112, each local educational agency receiving assistance under																	
this part shall develop a plan to ensure that all teachers teaching within																	
the school district served by the local educational agency are highly																	

	Р	U	TI	TI	ISI	S	N	В	TI	TI	T2	T2	Т	S	S	S	Pag
Additional Strategies/Action Steps that schools/districts must	Α	S	Т	S		E	С	al	С	D	A	D	Ш	41	31	32	e in
include in the SIP under appropriate Student Goals	25	Α	Α	W			Α								Α	E	SIP
	*	С															
qualified not later than the end of the 2005-2006 school year. [NCLB Act																	
Sec. 1119 (a)(3)]																	
NEW PARAPROFESSIONALS.—																	
IN GENERAL.—Each local educational agency receiving assistance																	
under this part shall ensure that all paraprofessionals hired after the date																	
of enactment of the No Child Left Behind Act of 2001 and working in a																	
program supported with funds under this part shall have—																	
completed at least 2 years of study at an institution of higher education;																	
obtained an associate's (or higher) degree; or met a rigorous standard of																	
quality and can demonstrate, through a formal State or local academic																	
assessment—																	
knowledge of, and the ability to assist in instructing, reading, writing, and																	
mathematics; or knowledge of, and the ability to assist in instructing,																	
reading readiness, writing readiness, and mathematics readiness, as																	

	Р	U	TI	TI	ISI	S	N	В	TI	TI	T2	T2	Т	S	S	S	Pag
Additional Strategies/Action Steps that schools/districts must	Α	S	Т	s		E	С	al	С	D	Α	D	Ш	41	31	32	e in
include in the SIP under appropriate Student Goals	25	Α	Α	w			A								Α	E	SIP
	*	С															
appropriate.																	
CLARIFICATION— The receipt of a secondary school diploma (or its																	
recognized equivalent) shall be necessary but not sufficient to satisfy the																	
requirements of paragraph (1)(C).																	
[NCLB Act Sec. 1119 (c)]																	
EXISTING PARAPROFESSIONALS- Each local educational agency																	
receiving assistance under this part shall ensure that all																	
paraprofessionals hired before the date of enactment of the No Child Left																	
Behind Act of 2001, and working in a program supported with funds																	
under this part shall, not later than 4 years after the date of enactment																	
satisfy the requirements of subsection (c).																	
[NCLB Act Sec. 1119 (d)]																	
(4)Strategies to Attract High-Quality Highly Qualified Teachers to				X							X						

	Р	U	TI	TI	ISI	S	N	В	TI	TI	T2	T2	Т	S	S	S	Pag
Additional Strategies/Action Steps that schools/districts must	Α	s	т	s		E	С	al	С	D	Α	D	Ш	41	31	32	e in
include in the SIP under appropriate Student Goals	25	A	A	w			A								Α	E	SIP
	*	С															l
High Need Schools <u>Legislative Citation</u>																	
Strategies to attract high-quality highly qualified teachers to high-need																	ı
schools.																	ı
[NCLB Act Sec. 1114 (b)(1)(E)]																	İ
(6)Strategies to Increase Parental Involvement			X	X	X	X		X	X	X							
Legislative Citation																	İ
Strategies to increase parental involvement in accordance with section																	ı
1118																	ı
[NCLB Act Sec. 1114 (b)(1)(F)] (See section 1118 for complete																	ı
description of parent involvement legislative requirements.)																	İ
Comprehensive Plan Requirement #4: [NCLB Act Sec. 1114																	ı
(b)(2)(A)(iv)]																	ı
(7)Preschool Transition Strategies <u>Legislative Citation</u>			X	X	X	X											
Plans for assisting preschool children in the transition from early																	

	Р	U	TI	TI	ISI	S	N	В	TI	TI	T2	T2	Т	S	S	S	Pag
Additional Strategies/Action Steps that schools/districts must	A	s	Т	s		E	С	al	С	D	A	D	Ш	41	31	32	e in
include in the SIP under appropriate Student Goals	25	Α	Α	w			Α								Α	E	SIP
	*	С															
childhood programs, such as Head Start, Even Start, Early Reading																	
First, or a State-run preschool program, to local elementary school																	
programs. [NCLB Act																	
Sec. 1114 (b)(1)(G)]																	
(8)Teacher Participation in Making Assessment Decisions:			X	X	X	X											
Legislative Citation: Measures to include teachers in the decisions																	
regarding the use of academic assessments described in section 1111																	
(b)(3) in order to provide information on, and to improve, the academic																	
achievement of individual students and the overall instructional program.																	
[NCLB Act Sec. 1114 (b)(1)(H)]																	
Supports for positive student behavior				X	X	X	X				X						
Strategies that will support the creation of Educational Development	X																
Plans for all 8 <sup>th</sup> graders																	
Strategies to annually monitor all EDP's to ensure alignment with course	X																

	Р	U	TI	TI	ISI	S	N	В	TI	TI	T2	T2	Т	S	S	S	Pag
Additional Strategies/Action Steps that schools/districts must	Α	s	т	s		E	С	al	С	D	Α	D	Ш	41	31	32	e in
include in the SIP under appropriate Student Goals	25	Α	Α	w			Α								Α	Е	SIP
	*	С															
selection																	
Curriculum alignment strategies corresponding with student academic	X		X	X	X	X	X	X			X						
goals																	
Strategies to increase amount/quality of instructional time			X	X	X												
Strategies to identify students to be served			X	X	X	X			X	X			X		X		
Strategies to meet the needs of students identified			X	X	X	X	X		X	X			X		x		
Student assistance teams to identify interventions needed					X	X											
Establish clear goals and realistic strategies for using		X															
telecommunications and information technology to improve education or																	
library services																	
Provide sufficient budget to acquire and support the non-discounted		X															
elements of the technology strategies; the hardware, software,																	
professional development, and other services that will be needed to																	
implement the strategy																	

	Р	U	TI	TI	ISI	S	N	В	TI	TI	T2	T2	Т	S	S	S	Pag
Additional Strategies/Action Steps that schools/districts must	Α	s	т	s		E	С	al	С	D	Α	D	Ш	41	31	32	e in
include in the SIP under appropriate Student Goals	25	Α	Α	w			Α								Α	E	SIP
	*	С															
Evaluation process that enables the school or library to monitor progress		X															
toward technology strategies and make mid-course corrections in																	
response to new developments and opportunities as they arise																	
If Identified for Improvement (AYP) include:																	
Attendance at Principal Fellowship			X	X	X												
Revise SIP to focus on instruction and decision making			X	X	X												
Revise SIP to include comprehensive audit findings			X	X	X												
Mandatory review of annual progress			X	X	X												
Revision of SIP to focus on content area where school did not make AYP			X	X	X												

PA 25 requirements impact all schools in Michigan

## **Key for Requiring Agencies:**

PA25 Michigan Revised School Code (requirements impact all schools) TID Neglect and Delinquent

TITA Title I, Targeted Assistance

T2A Professional

Development

TISW Title I, School Wide T2D Technology

ISI Identified for Improvement (No Child Left behind – AYP)

TIII Limited English

Proficient

SE Special Education S41 Bilingual

NCA North Central Accreditation S31A Section 31a At Risk

BAL Baldrige S32E Section 32e

TIC Migrant USAC Universal Service

**Administrative Company** 



# School Improvement Plan

Insert School Logo Here

School Year:	
School District:	
School Name:	
Grades Served:	
Principal:	
District Code:	
Building Code:	
Intermediate School District Code:	
District Approval of Plan:	
	Authorized

Official Signature and Date	
Board of Education Approval of Plan:	
	Authorized Official Signature and Date
School Vision Statement:	
School Mission Statement:	
School Belief Statements:	
URL location for this plan on the web:	

## State of Michigan

## **School Improvement Planning Template**

School:		Sch	ool Year:		
	Secti	ion I: Comprehensive	e Analysis Rep	ort on Student Achieveme	nt
Content Area:	0	Active Goal	() Ma	aintenance Goal	() Revised Goal
Student Goal Staten	nent:		·		
Statement of gap in	student achievement (	Need Statement):			
Contributing Cause	for the gap in student	achievement:			
List the multiple sou	urces of data used to id				
	Section II:	Comprehensive Ana	llysis Report or	System Processes and P	ractices
Listed below are the	challenges from the C	omprehensive Needs	s Assessment	Strand reports, the EdYES	Report, the Standards Assessment
Report or the Self A	ssessment Report that	were aligned with th	is content area	goal to be included in this	School Improvement Plan. (These
should be addresse	d as strategies/action s	steps in your SIP in S	Section III)		
		Section III: Plan to A	ccomplish Stud	lent Achievement Goals	
Measurable Objective	ve Statement to suppor	t Goal:			

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills,								
and competencies:								
Strategy Statement:								
		Timeline for						
Action Steps Staff Responsible		Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount	-	
Other Required Information								
What research did you review to support the use of this strategy and action plan?								
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?								
How has the school integrated its available fiscal resources to support this strategy and action steps?								
How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this								
strategy and action steps?								