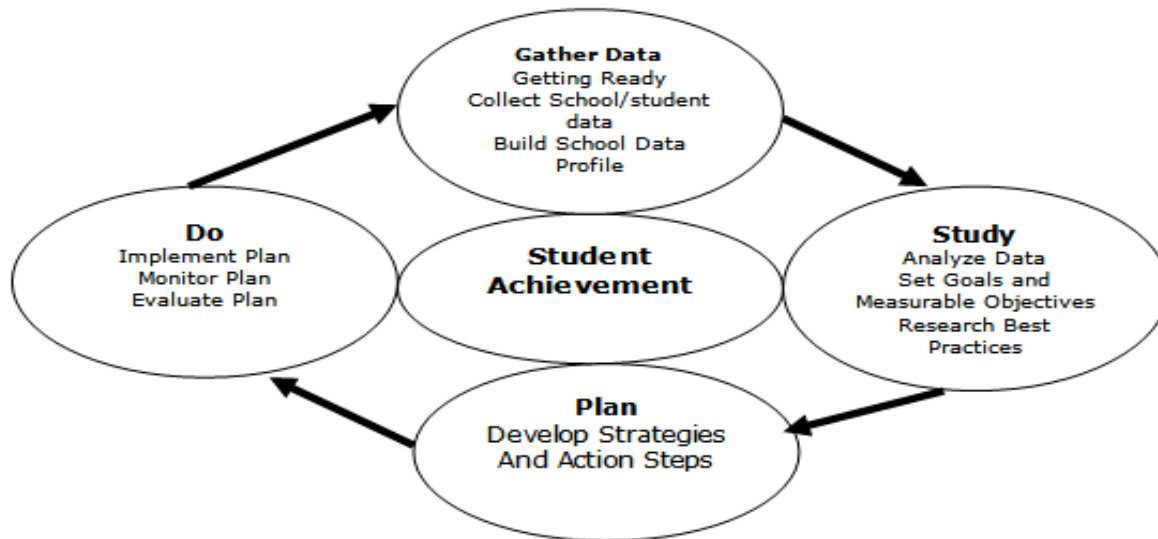


SCHOOL DEVELOPMENT



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.

<input type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI) Phase: ____	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education

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.

- **Multiple measures of student achievement** 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

<p><i>Required Items that have been built into the Template Design</i></p>	<p>PA 25 *</p>	<p>US AC</p>	<p>TI TA</p>	<p>TI S W</p>	<p>ISI</p>	<p>SE</p>	<p>NC A</p>	<p>Ba I</p>	<p>TI C</p>	<p>TI D</p>	<p>T2 A</p>	<p>T2 D</p>	<p>T III</p>	<p>S 41</p>	<p>S 31 A</p>	<p>S 32 E</p>	<p>Pag e in SIP</p>

	PA	US	TI	TI	ISI	SE	N	Ba	TI	TI	T2	T2	T	S	S	S	Pag
<i>Additional Strategies/Activities that schools/districts must include in the SIP under appropriate Student Goals</i>	25 *	A C	TA	S W			C A	I	C	D	A	D	III	41	31 A	32 E	e in SIP
<u>Legislative Citation</u>																	
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						

<p><i>Additional Strategies/Activities that schools/districts must include in the SIP under appropriate Student Goals</i></p>	PA	US	TI	TI	ISI	SE	N	Ba	TI	TI	T2	T2	T	S	S	S	Page in SIP
<p>use effective methods and instructional strategies that are based on scientifically based research that—</p> <p>strengthen the core academic program in the school;</p> <p>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;</p> <p>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 ...</p>	25*	A C	TA	S W			C A	I	C	D	A	D	III	41	31 A	32 E	

<i>Additional Strategies/Activities that schools/districts must include in the SIP under appropriate Student Goals</i>	PA 25 *	US A C	TI TA	TI S W	ISI	SE	N C A	Ba I	TI C	TI D	T2 A	T2 D	T III	S 41	S 31 A	S 32 E	Pag e in SIP
Activities to ensure that students who experience difficulty 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)(I)]																	
Strategies and action steps are tied to adequate yearly progress goals			X	X	X				X	X			X				

<p><i>Additional Strategies/Action Steps that schools/districts must include in the SIP under appropriate Student Goals</i></p>	<p>P A 25 *C</p>	<p>U S A C</p>	<p>TI T A W</p>	<p>TI S W</p>	<p>ISI</p>	<p>S E</p>	<p>N C A</p>	<p>B al</p>	<p>TI C</p>	<p>TI D</p>	<p>T2 A</p>	<p>T2 D</p>	<p>T III</p>	<p>S 41</p>	<p>S 31 A</p>	<p>S 32 E</p>	<p>Pag e in SIP</p>
<p>Strategies/activities that will make available, in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction.</p>	<p>X</p>																
<p>Strategies/activities that will develop and utilize community resources</p>	<p>X</p>								<p>X</p>								
<p>Strategies/activities that will utilize adult and community education, libraries and community colleges to support goals and objectives</p>	<p>X</p>							<p>X</p>									
<p>3) Instruction by Highly Qualified Professional Staff (Teachers and 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</p>			<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>			<p>X</p>						

<p><i>Additional Strategies/Action Steps that schools/districts must include in the SIP under appropriate Student Goals</i></p>	<p>P A 25 *</p>	<p>U S A C</p>	<p>TI T A A</p>	<p>TI S W</p>	<p>ISI</p>	<p>S E</p>	<p>N C A</p>	<p>B al</p>	<p>TI C</p>	<p>TI D</p>	<p>T2 A</p>	<p>T2 D</p>	<p>T III</p>	<p>S 41</p>	<p>S 31 A</p>	<p>S 32 E</p>	<p>Pag e in SIP</p>
<p>appropriate.</p> <p>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).</p> <p>[NCLB Act Sec. 1119 (c)]</p> <p>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).</p> <p>[NCLB Act Sec. 1119 (d)]</p>																	
<p>(4)Strategies to Attract High-Quality Highly Qualified Teachers to</p>				X							X						

<i>Additional Strategies/Action Steps that schools/districts must include in the SIP under appropriate Student Goals</i>	P A 25 *	U S A C	TI T A A	TI S W	ISI	S E	N C A	B al	TI C	TI D	T2 A	T2 D	T III	S 41	S 31 A	S 32 E	Pag e in SIP
Evaluation process that enables the school or library to monitor progress toward technology strategies and make mid-course corrections in response to new developments and opportunities as they arise		X															
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

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

Proficient

SE Special Education

NCA North Central Accreditation

BAL Baldrige

TIC Migrant

Administrative Company

T2D Technology

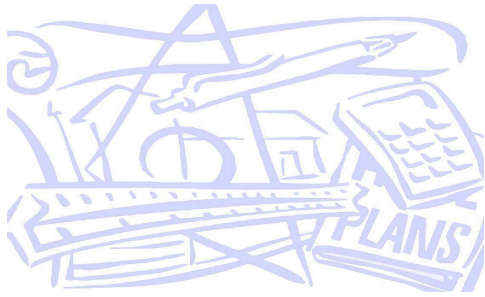
TIII Limited English

S41 Bilingual

S31A Section 31a At Risk

S32E Section 32e

USAC Universal Service



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:		School Year:		
Section I: Comprehensive Analysis Report on Student Achievement				
Content Area:	() Active Goal	() Maintenance Goal	() Revised Goal	
Student Goal Statement:				
Statement of gap in student achievement (Need Statement):				
Contributing Cause for the gap in student achievement:				
List the multiple sources of data used to identify the gap in student achievement:				
Section II: Comprehensive Analysis Report on System Processes and Practices				
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)				
Section III: Plan to Accomplish Student Achievement Goals				
Measurable Objective Statement to support 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:

Action Steps	Staff Responsible	Timeline for 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?