

CONTINUOUS SCHOOL IMPROVEMENT TEMPLATE

PLAN COMPONENTS* - Outline

I. Development of 1) Belief Statements; 2) Mission; 3) Vision

II. Needs Assessment:

Performance, Perception, and Demographic Data Sources:

Data Retreat Process

State required tests for accountability

Perception Data, i.e. school climate surveys, etc.

Criterion Referenced Tests

Local Test Results-end of course tests, semester exams

Graduate follow-up surveys

Analysis of demographic data

Enrollment and Enrollment Projections

Population

Free Reduced Lunch

III. School Profile

Developed from data and demographic sources

Develop a set of conclusions based on the data

IV. Selection of Goals

Student performance goals based upon data

Measurable

Appropriate for *all* students

V. Assessment to measure student progress on the stated goals

VI. Interventions/Strategies

VII. Staff Development

VIII. Documentation

IX. Waivers from Administrative Rule (if applicable)

***For schools that operate a Title I Schoolwide program, the following additional components are required and should be developed as part of the school improvement plan:**

- A. Instruction by State Certified Staff
- B. Parent Involvement in Education
- C. Transition (K-12 transitioning process)
- D. Monitoring and Support of School Improvement
- E. Fiscal Requirement

PLAN COMPONENTS* – Details

The state requires that a school improvement plan be developed by each district. The improvement plan must be developed with the input of parents, community, and staff. A district/school set of beliefs, mission, and vision should be included as part of the planning process, and a set of goals should be selected based upon an analysis of student performance data. The improvement plan must include a set of assessments to measure the degree of growth in student performance, a set of interventions selected to cause student growth to occur, and a professional development plan to ensure that all faculty are equipped to implement the school improvement plan. The school improvement plan should be considered a fluid process that is adjusted as circumstances require. A leadership structure should be provided to manage the design and implementation of the school improvement plan.

I. BELIEFS, MISSION, VISION

The school and community will collaborate to develop a set of beliefs that define the district's graduates. Based on the belief statements, the school and community will develop a mission and vision.

II. NEEDS ASSESSMENT

A current comprehensive needs assessment, utilizing performance, perception, and demographic sources of data, must be completed. Performance data include information related to student academic achievement gathered from standardized tests such as the state required tests for accountability, criterion-referenced tests, and locally developed tests such as class projects and final examinations. Perception data related to school climate and how the school community feels about the school and its program are collected through school climate surveys and surveys of recent graduates of the school. Demographic data linked to the school, such as enrollments and grade-level configurations, and student characteristics such as gender and ethnicity are collected from cumulative student and school records. Results of the comprehensive needs assessment are utilized to develop a school profile that informs the process of goal selection.

An important element of the Needs Assessment process is conducting data retreats. Data retreats provide useful information regarding the collection and interpretation of data that are collected during the Needs Assessment.

III. SCHOOL PROFILE

The district/school will develop a comprehensive profile of the district based upon a variety of sources to include:

- Portrait of the school within the community.
- Demographic information
 - Enrollment and enrollment projections.
 - Percentage breakdown of identified subgroups within the district/school.
 - Percentage breakdown of free/reduced lunch.
 - Other descriptions of the district/school based on perception data, i.e. surveys of parents, business community, students, graduates, and teachers.
 - Conclusions based on data.

IV. SELECTION GOALS

A set of challenging goals for increased student performance should be selected based upon an analysis of the data within the Needs Assessment. These goals should be stated in terms of desired student growth in specific areas, should be broad enough so that most faculty will have some responsibility for implementing the goals, and should be addressed in ways that involve all students.

V. ASSESSMENTS

The school improvement plan should include a set of assessments for each of the goals. Multiple assessments should be considered for each of the goals and should include assessment such as the state required tests for accountability, assessment within the context of regular classroom teaching such as semester or end of book testing, and perception data such as follow-up studies or student/parent satisfaction surveys. The data should begin with benchmark assessment data and include interval data collected at appropriate points in the school year. There should be a set of assessments for each of the goals within the school improvement plan.

VI. INTERVENTION STRATEGIES

A set of planned instructional activities delivered by state certified staff designed to achieve the desired outcomes of the selected school improvement goals. Interventions/strategies should be performance-based and produce measurable outcomes to allow assessment of the success of each intervention/strategy in relation to each of the selected school improvement goals. Specific interventions/strategies should be designed to address identified students and content needs and need not address all content area for all students simultaneously. Such targeted interventions/strategies allow more appropriate staff development and enable teachers to more precisely measure the success of each intervention/strategy in relation to each of the selected school improvement goals.

VII. STAFF DEVELOPMENT

A team of administrators, district specialists, and teachers will collaborate to design a staff development plan that is aligned with and supports the district's goals for academic achievement. The plan should support multiple opportunities for teachers to engage in training in the implementation of teaching strategies based on the most current research. Regularly scheduled opportunities should also be provided for teachers and administrators to collaborate about best teaching practices and to examine student work to determine the most effective practices.

VIII. DOCUMENTATION

It is essential that changes in student performance for each of the selected goals be documented through analysis of the pre and post-test data. The school leadership team should review the data at regular intervals in order to judge the success of the interventions in causing student growth to occur. Results of this analysis should be reported to the school community.

IX. WAIVERS OF ADMINISTRATIVE RULE

The district must demonstrate that any waivers of administrative rule it holds continue to be in the best interest of students. This is documented by reporting on progress through the district or school's improvement plan.

****DISTRICTS OPERATING TITLE I SCHOOLWIDE PROGRAMS. The following additional components are required and should be developed as part of the school improvement plan.***

A. INSTRUCTION BY STATE CERTIFIED STAFF

Instruction must be delivered by state certified staff as determined by the South Dakota Department of Education Office of Certification. Paraprofessionals in a Title I program must meet federal requirements. Strategies developed to attract state certified staff must be included in the plan.

B. PARENT INVOLVEMENT IN EDUCATION

Parents must be involved in the development of the plan and ongoing evaluation of the program. The Parent Involvement Policy and the School/Parent compact must be included. Family activities and conferences must be planned, as well as opportunities for training. Parents must be provided assistance in interpreting test results. Methods of parent notification must be listed.

C. TRANSITION

A transition plan must be in place to provide assistance for the transition of preschool students into kindergarten. This includes coordination with the local and community child education and care agencies. The plan should also include transition strategies for special education students, movement from grade level to grade level and school to school as well as post-secondary transition plans.

D. MONITORING AND SUPPORT OF SCHOOL IMPROVEMENT

A plan must be in place for helping students experiencing difficulty. Teachers must be included in decisions on the use of assessments to determine individual student progress. These results must be shared with parents. Effective and timely assistance must be given to students.

E. FISCAL REQUIREMENT

All resources available to the district or school must be considered in structuring the plan. Time, personnel, and funding resources must be documented. Coordination and integration of programs should be described. Funds used to support the plan must be listed and their use described.