

Possible School Improvement Plan Template

(For school community councils in districts that don't provide a template, outline or format.)

(Please use one page for each goal. Typing within each cell will expand the cell, as necessary.)

School Name:

School Year:

Review: If this is a continuing, multi-year goal, review progress towards the measurable goal in the current implementation year. Note progress and concerns.

Statement of Need: Use data to explain the need.

The goal: The goal should be specific, measurable, achievable, realistic, and time specific.

Action plan: Outline the steps in the plan. Include specific research based programs and practices to be implemented, personnel, materials, equipment, books, supplies, etc. that will be needed to implement the steps of the action plan.

- 1.
- 2.
- 3.
- 4.
- 5.

Professional Development: Describe any professional development activities that will be implemented to align with the action plan.

Measurements of Success: Describe the assessments that will be used to measure progress. Include the beginning measurements and measurement goals.

District Specific Requests or Requirements:

School Improvement Plans (SIP)

A Proposed Discussion Outline Review Existing Plans and Prepare/Amend New Plans

BACKGROUND – School community councils prepare school plans that support district plans – School plans are approved annually by the local school board.

“Each school community council shall develop a school improvement plan in accordance with 53A-1a-108.5 (School improvement plan).” **53A-1a-108(3)(a)(i) School community councils authorized**

Federal law requires districts (LEAs) to have improvement plans. Districts must have them to receive funding through the required Utah Consolidated Application. The goals in district plans provide direction for school improvement plans.

“. . . the plan must be presented to and approved annually by the local school board.”
53A-1a-108.5(6) School improvement plan.

“Prior to using program monies a school district or charter school shall submit a plan to the State Board of Education for reading proficiency improvement. . . .” **53A-17a-150(4)(a) K-3 Reading improvement program**

“The school district shall approve each plan developed by schools within the district prior to its implementation and review each plan annually”. **53A-1-606.5 State reading goal – Reading achievement plan.**

“Each public school and school district shall develop and implement a systematic, comprehensive, and long-term plan for staff professional development. School plans are approved annually by the local school board.”
53A-3-701(1)(a) School and school district professional development plans.

The following school community council-generated plans (**School Improvement Plan, School LAND Trust Program, Reading Achievement Plan, Professional Development Plan, and Child Access Routing Plan**) shall be approved by the local board of education. **R277-477-3(D) Distribution of Funds – Determination of Proportionate Share.**

Note: Some districts ask schools to include the professional development plan and reading achievement plan in the school improvement plan. Plans are approved annually and may be approved individually or as one, consolidated plan.

PART A – Review of the requirements in law and board rule that must be included in the SIP.

1. Evaluate U-PASS test results and use the evaluations in developing the plan. **53A-1a-108.5(1)(a)**
2. Identify the school's most critical academic needs. **53A-1a-108.5(2)(a)**
3. Recommend a course of action to meet the identified needs. **53A-1a-108.5(2)(b)**
4. List any programs, practices, materials, or equipment that the school will need to implement its action plan to have a direct impact on the instruction of students and result in measurable increased student performance.
53A-1a-108.5(2)(c)
5. Describe how the school intends to enhance or improve academic achievement, including how financial resources available to the school, such as School LAND Trust Program monies received under Section **53A-16-101.5** and state and federal grants, will be used to enhance or improve academic achievement.
53A-1a-108.5(2)(d)
6. Plans shall focus on the school's most critical academic needs but may include other actions to enhance or improve academic achievement and community environment for students. **53A-1a-108.5(3)**
7. Plans are approved annually by the local school board. **53A-1a-108.5(6)**
8. Include a Professional Development Plan that aligns with the SIP and is compatible with the district Professional Development Plan. **53A-3-701((1)(a) and (2)(a)(i)**
9. Schools with grades K-3 shall prepare a Reading Achievement Plan in conjunction with other school planning processes. **53A-1-606.5**
10. School LAND Trust Plan is a component of the SIP. **53A-1a-108.5(d) and 53A-16-101.5**

PART B – Reviewing existing plans, assessments and preparing the new plan.

1. Review U-PASS test data, including school demographics and other assessments used by the school and district.
 - a. Use these measurements to review the performance and accountability goals of the SIP currently being implemented.
 - b. Then discuss the ongoing academic needs of the school, including any emerging changes.
 - c. Identify measurements of success that could be used to identify progress towards meeting those needs

Note: A short training prior to this discussion, for those new to school assessments, about the assessments being used, including who and what is being assessed could be helpful to ensure all are engaged in the discussion. It is important that decisions be made after reviewing trend data (a few years of the same assessment) and more than one assessment. When reviewing progress, remember that new strategies do not usually show sustainable improvement for a few years.

2. Narrow the school needs down to a few that are the school's **most critical** academic needs.
3. Local school boards will consider the SIP annually for approval. Local boards and districts may have other specific school and district items, needs and issues they may want included in the SIP. The following are a list of items some districts ask school community councils to consider and address in their action plans. Be sure to understand and address any specific requests of the district.
 - a. Mission, vision or belief statements
 - b. How the school will address the needs of “sub-groups”
 - c. ESL components
 - d. Items specific to Title I schools
 - e. Gifted and talented programs
 - f. Parent involvement
 - g. Goals to address progress in specific curriculum areas
4. Outline an action plan to meet each of the identified needs.
 - a. The action plan will include research based programs and practices*, materials, equipment, personnel, etc. that the school will need to implement its action plans.
 - b. The plan must have a direct impact on the instruction of students and result in measurable increased student performance.
 - c. Professional development activities should support the goals of the SIP and be compatible with the district Professional Development Plan.
 - d. Specifically identify the measurements of success for each goal that will be used to review progress towards the goal.
 - e. Identify any funding that will be needed to achieve the goals, if applicable.
 - f. Specifically identify how the School LAND Trust funds will be used to implement a portion of the action plan and how the funds will be used.
 - g. Schools with grades K-3 shall prepare a Reading Achievement Plan in conjunction with the SIP.
5. The school's most critical academic needs are to be the primary focus of SIPs but may include other actions to enhance or improve academic achievement and community environment for students. The councils should discuss and consider these other possible items to include in the SIP. The needs, measurable goals and an action plan to address the goals should be included.

PART C – Entering the action plan In the district’s SIP template, outline or format.

The following template is included as a possibility, if your district doesn’t provide one.

* Districts and the State Office of Education provide lists of approved, research based programs and practices.