

Overview

The School Improvement Plan form is designed to be user friendly. Simply click on the form's link and after it is open, save it to your computer. This is a form so you will notice that there are fields (grayed areas) in which to type your responses. The table contains four columns in which you will list your student performance goals; assessments to measure the change; interventions or strategies to improve student performance; and professional development that may be required to implement the interventions. When you have identified the information listed within the table, you will have an actionable plan to guide you in your SIP implementation.

Goals

In the table, you will find two rows only to list two student performance goals. This is because experience has taught school improvement specialists in order for schools to be successful in implementing SIPs, it is best to focus on one or two goals rather than identifying several. This affords everyone in the building the opportunity to focus on specific topics rather than having their attention divided by multiple areas.

In order to identify student performance goals, use the following questions as thought starters. After you have identified your student performance goal(s), list them in the Goals column in the field provided.

- Did your analysis indicate a need for a goal that will increase student performance?
- Did your analysis indicate that your school did not have enough data to make a decision? If so, what other data must you collect?
- Did your analysis provide your school with specific areas of concern or was it too general? If so, do you need to collect additional data? NOTE: It is important to develop your student performance goal based upon data in order to identify what measure(s) you will use to determine if you are successful in achieving.
- Did your analysis identify specific groups of students in need of improvement?
- Did your analysis indicate other actions than those above are necessary?

Assessments

The assessments that you identify should match your student performance goals. There are four primary goal types.

- Type I – Knowledge
- Type II – Ability to Apply Knowledge
- Type III – Habits or Patterns of Behavior
- Type IV – Attitudes, Perceptions, Beliefs, Opinions, Feelings

Identify the assessments that will be used to show improvements on each goal and list them in the Assessment column in the form field provided. If possible, use more than one type of assessment for each goal. Examples of assessments are listed on the following page.

Assessment Examples

- Nationally Normed Tests
- Criterion Referenced Tests
- Observational Data Collection
- Portfolios
- Surveys
- Interviews

Interventions

An intervention is something that is done with or to students that develop something desired within them. The “something desired” should be the student performance goal you have identified. Good interventions address why students are not being successful. As such, a thorough analysis should be conducted to identify strategies or interventions in which to implement. Listed below are three different types of analyses you can employ.

1. Can you conduct a **Cause and Effect Analysis**? A cause is something that makes something else happen. Out of two events, it is the event that happens first. To identify the cause, ask, "Why did it happen?" An effect then, is what happens as a result of the cause. To determine the effect, ask the question, "What happened?"
2. Are you treating only the symptoms versus the root cause? Sometimes in our desire to “fix” the problem, we tend to fix the symptoms that are really only masking the root cause which is the heart of the problem. Conducting a **Root Cause Analysis** can determine if this is the case in your situation. By repeatedly asking the question "Why" (five is a good rule of thumb), you can peel away the layers of symptoms which can lead to the root cause of a problem. Very often, the reason for a problem will lead you to another question. Although this technique is called "5 Whys," you may find that you will need to ask the question more or less than five times before you find the issue related to a problem. In the example listed below, “Why” was asked only four times.

The 5 Why's Example (Root Cause Analysis)

- Why are the unit test scores reflecting low results in the measurement section?
 - Because the students didn't understand the materials.
- Why didn't they understand the materials?
 - Because metric conversion was a new concept and they had to learn that in addition to all of the other measurement concepts.
- Why was metric conversion a new concept for the students?
 - Because we don't introduce it until this grade level?
- Why do we wait to introduce it at this grade level?
 - Because we've never completed a root cause analysis until now.

3. Do you have data that you can use to complete an analysis? If so, you can complete a **Data Analysis**. Use the following thought starters to help you make assessments about the data you have collected.
- In reviewing the findings of the data, what does it tell you based on intuition?
 - Based upon your experience in the school, does the data help you draw any conclusions?
 - From an analytical perspective, what does the data lead you to conclude?
 - Can the data be disaggregated into specific populations? If so, upon further analysis, can additional conclusions be drawn?
 - Does the data lead you to draw conclusions that are based upon the latest research?

Once you have completed your study using a Cause and Effect Analysis; Root Cause Analysis; and/or Data Analysis, identify interventions or strategies which will assist you in achieving your identified student performance goal. List your strategies in the Interventions column in the space provided. Note there may be multiple interventions listed for each finding you have identified.

Professional Development

In the Professional Development column, identify the training your faculty or peers will need in order to learn about the new interventions and how to implement them. It is also important to note that any professional development listed in this section should be directly linked to the school improvement plan. Think about the following questions to assist you in planning professional development.

- What is required to move faculty from awareness to actual transfer into the classroom?
- How will you know the plan is being implemented in classrooms?
- What is the plan to bring new people up to speed and to advance the skills of everyone?

School Improvement Action Plan

Now that you have identified your school's goal(s), assessments to measure the change, interventions to improve student performance, and professional development that will be required to transfer your strategies into the classroom, you will be ready to identify the logistics for implementing the plan. AdvancED Illinois has developed a form to assist you in doing so. The *School Improvement ACTION Plan* is stored on the AdvancED Illinois office's webpage <http://advanc-ed.org/locations/illinois-office> and is also formatted as a downloadable Word document.

NOTE: This School Improvement resource is a sample only and is not required to be used for your school improvement planning.

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