



School Improvement Plan (SIP) Review & Feedback Tool Practice Activities

The SIP Review and Feedback Tool will assist in the review of a school's improvement plan and inform a continual cycle of reflection and growth. The practice activities below were created to use during a workshop/training with the tool. A corresponding deck has been created to assist the practice of scoring with the tool.

Practice 1 – Needs Assessment

The SIT used the school report card accountability results which includes state assessment results. The review of the school report card identified the following:

The state assessment results are as follows: ELA 32.7% proficient, math 37.3% proficient, and science 39.4% proficient. Note that the proficiency of the currently enrolled students is as follows: ELA 31.6% proficient and math 29.8% proficient.

The review of survey works results found the following:

Social-emotional learning has a rating of 72%. An area of strength is that 95% of students identified that there is an adult outside of school that they can talk with when they have a problem. Stress in school (59%) and outside of school (55%) are areas of significant concern. A review of chronic absenteeism impacts 13.8% of students. Over a quarter of these students are Hispanic.

Practice 2 – Needs Assessment

The SIT used the school report card accountability results which includes state assessment results. In addition, the team used the state assessment data portal, state assessment data portal item analysis, local assessment (screening) results, and survey works to analyze school needs. (Please see the stakeholder section for our SIT participants. Note that the school is Title I-A school so in addition to including family and community voice, the Title I-A stakeholder requirements were also addressed.)

The review of the school report card identified the following:

The focus area is identified as those students that exceed expectations in ELA. There are also two low-performing subgroups (Targeted Support and Improvement / TSI) identified: 1) students with disabilities in achievement and 2) students that are two or more races in achievement. It should be noted that the students with disabilities subgroup is also identified for two other schools in the district.

The state assessment results are as follows: ELA 32.7% proficient, math 37.3% proficient, and science 39.4% proficient. Note that the proficiency of the currently enrolled students is as follows: ELA 31.6% proficient and math 29.8% proficient.

Further analysis of our ELA results found that the following subgroups scored below their peers: two or more races (22% proficient), economically disadvantaged (22% proficient), and students with disabilities (14%) proficient.

The team examined the subscore performance and found the following:

- Reading 51% overall averages of points earned
- Language 44% overall averages of points earned (includes 17% earned from conventions)
- Writing 15% overall averages of points earned (includes 15% earned from idea development)



Further analysis of our math results found that the following subgroups scored below their peers: two or more races (17% proficient), economically disadvantaged (27% proficient), and students with disabilities (14%) proficient.

The team examined the subscore performance and found the following:

- Operations and algebraic thinking 51% overall averages of points earned
- Number and operations in base ten 45% overall averages of points earned
- Number and operations – fractions 44% of overall averages of points earned
- Measurement and Data 47% overall averages of points earned
- Geometry 47% overall averages of points earned

The subscore performance in science showed an even distribution across life, earth and physical science.

The English Language Proficiency results show areas where we have seen strengths and continuous improvements. Approximately 50% of our students met their target for ACCESS (grades 1, 2, 3, and 4).

Our SIT also used SurveyWorks and chronic absenteeism rates to analyze non-academic data: School Safety is currently at a rating of 48%. The area of strength is the 39% response rate for students who say if they are bullied at school an adult will help them. The area of concern is that 70% of students identified that someone from their school will bully them online.

Social-emotional learning has a rating of 72%. An area of strength is that 95% of students identified that there is an adult outside of school that they can talk with when they have a problem. Stress in school (59%) and outside of school (55%) are areas of significant concern.

Chronic absenteeism is impacting 13.8% of students. Over a quarter of these students are Hispanic.

The team found that the areas of weakness and prioritization are writing. They also find that idea development is an area in writing that they want to focus on (see item analysis). They want to better understand the science results since the assessment is administered at the middle school but encompasses grades 3, 4 and 5 science standards. For all state assessment areas they want to focus on the needs of the identified subgroups. For non-academic needs they have identified online bullying and social-emotional stress as an area. Chronic absenteeism, especially for students that miss the bus is also an issue.

The team will use the strong work that is being done in building relationships, math and MLL/ELP to help build the plans for these areas.

Practice 3 #1 – Measurable Goals

By the end of School Year 24-25, the percentage of students meeting or exceeding expectations on ELA State Assessments will increase.

Practice 3 #2 – Measurable Goals

By the end of School Year 24-25, the percentage of students meeting or exceeding expectations on ELA State Assessments will increase from 29.8% to 33%.

Practice 4 – Progress Monitoring and Performance Benchmarks

Identify what type of progress monitoring / performance benchmark targets could be used to monitor an ELA goal in your school. By the end of School Year 24-25, the percentage of students meeting or exceeding expectations on ELA State Assessments will increase from 29.8% to 33%.