Southeast District
Together We Serve

MAXWELL SCHOOL IMPROVEMENT PLAN

Maxwell Eagles S.O.A.R.

School Improvement Plan Framework

Vision/Mission

This document is Maxwell's School Improvement Plan (SIP). The Plan is a roadmap and means to achieve the school's vision and the attendant goals that follow from it. The vision, which follows directly from the District Improvement Plan (DIP), focuses on students, staff, and parents, which are three primary school stakeholders. The vision addresses broad, important outcomes for each group; they are achieving students, thriving staff, and engaged parents. The Plan also has a mission statement that guides the development of the strategies and actions necessary to achieve the vision. Finally, two value statements reflect the school's purpose and beliefs, which are to deliver high-quality service with empathy and kindness.

Vision
The Maxwell *vision is to have 1) students achieve academically and grow socially and emotionally, 2) staff thrive professionally, and 3) parents engage with their children educationally and socially/emotionally.*

Mission
The Maxwell *mission is to develop, use, and maintain organizational principles, policies, procedures, and practices that enable the district to realize its vision effectively and efficiently.*

Values
Value 1: We believe in providing high-quality service compassionately to military-connected children, whose parents provide valiant service to our Nation.

Value 2: We believe that kindness and empathy among educators and toward District stakeholders enhance the process of providing educational support.

SIP Content

The Plan's content contains a set of goal areas that pertain to the three vision components and a carefully developed set of achievable objectives that measure the goals quantitatively using data.

- For *students*, the goals are math achievement, literacy achievement, and social/emotional health.
- For *staff*, the goal is pedagogical skills and social/emotional health.
- For *parents*, the goal is being informed and active in their children's academic learning.

To enable pursuing and achieving the goals, the plan has a set of strategies. The strategies are theory-based in that they are linked causally to the goal domains as outcomes. Importantly, the SIP also contains action plans to ensure that the strategy is instituted, executed, and monitored. Table 1 summarizes the SIP content regarding its goals and strategies.

Table 1: Summary of

	Student Vision (Academic growth and emotional well-being)			Staff Vision (Thriving)		Parent (Engagement)
Goal Area	*1.1 Math Achievement*	*1.2 ELA Achievement*	*1.3 Social/ Emotional*	*2.1. Teacher pedagogy*	*2.2 Emotional/ social*	*3.1 Informed/ Involved*
Goal Domains	CCRS Major Content Subclaim	Writing Claim	Forthcoming	LWT indicator 12 --------------------- FCOT indicators 5d, 5e	Faculty Involvement Index (C/E Survey Questions 4, 5, 6)	Parent C/E Survey Questions 1,2,3
Goal Objectives	*64%*	*Writing claim – 45 Written expression – 75% Language Conventions – 76%*	*Forthcoming*	*LWT 12 – 70% FCOT 5d – 95% 5e – 93%*	*Q4 – 75% Q5 – 70% Q6 – 60%*	*Q1 – 75% Q2 – 69% Q3 – 56%*
Strategy	1. Math Teaching Practices 2. Standard of Mathematical Practice	1. 3x3 Writing Framework 2. Writing Prompts 3. Grammar	Forthcoming	Targeted Support	School-based	Communication Plan

Plan Alignment

There was a concerted effort to align the SIP goals and strategies to the those in the DoDEA's Blueprint, America's Region Improvement Plan, and the District Improvement Plan. The reason was to pursue similar across-plan means and ends synergistically and to coordinate support of scarce resources to pursue strategies efficiently. Accordingly, most of our school's goals, domains, and strategies are the same as the District's. The exception is for those domains whose scores were already high, thus not needing improvement and actions. For these cases, another domain, objective, and strategy were

selected. Regardless, however, the objective scores are unique to the school, based on the school's supporting scores.

Vision 1: Student Achievement and Social/Emotional Growth

Student Goals and Objectives

Table 2: Student Goals and Objectives

Student Goals	Objectives					
	#	Data Source	Domain and Population	Measure	Domain Selection Rationale	Goal Target Score & Date
1. Students will have high academic achievement in math and literacy.	1.1	*CCRS Literacy*	*Writing Claim* *(school-wide or individual grades)*	*Average scaled score (range 10-60, with 35 as met standard).*	The school-wide average for SY 20/21 and SY21/22 was 35. In SY 22/23 it was 36, which is well below the minimally-desired score of 50. There was no marked or sustained increase for the school wide or grade-level scores. No grades showed any sustained trends.	Achieve a school-wide score of 45, 10 points above the multi-year average for SY 20-22, by SY 25/26.
	1.2	*CCRS Math*	*Major Content Subclaim* *(school-wide or individual grades)*	*Percent Met/Exceed*	The school-wide average from SY20/21 to SY22/23 was 59%, which is above a minimally desired score of 50%. There was no marked or sustained increase for the school wide or grade-level scores. Scores were erratic.	Achieve a schoo l-wide score of at least 64% by SY 25/26.

Student Supporting and Outcome Data

Literacy Scores

Table 3: CCRS Literacy *Writing Claim* Yearly Scores

Year	Supporting Scores					Outcome Scores			Goal Target Score
	SY20/21	SY21/22	SY22/23	Muti-year Average	SD	SY23/24	SY24/25	SY25/26	
School-wide	35	35	36	35	0				45
Grade 3	36	32	31	33	2				40
Grade 4	33	38	32	34	3				41
Grade 5	36	36	39	37	1				48
Grade 6	31	38	38	36	3				47
Grade 7	36	33	36	35	1				45
Grade 8	39	30	38	36	4				47

Scaled score range is 10-60, SD stands for standard deviation.
Outcome scores are what was attained for each year; they are not goal scores.

Table 4: CCRS Literacy *Written Expression* Yearly Scores

Year	Supporting Scores					Outcome Scores		
	SY20/21	SY 21/22	SY22/23	Muti-year Average	SD	SY23/24	SY24/25	SY25/26
School-wide	52%	63%	66%	58%	7%			75%
Grade 3	64%	64%	64%	64%	0%			73%
Grade 4	44%	52%	54%	50%	4%			63%
Grade 5	47%	58%	89%	65%	18%			89%
Grade 6	38%	67%	71%	59%	15%			80%
Grade 7	71%	48%	77%	35%	0%			80%
Grade 8	68%	75%	83%	75%	6%			83%

SD stands for standard deviation.

Table 5: CCRS Literacy *Knowledge and Language Conventions* Yearly Scores

Year	Supporting Scores					Outcome Scores		
	SY20/21	SY21/22	SY22/23	Muti-year Average	SD	SY23/24	SY24/25	SY25/26
School-wide	60%	61%	67%	63%	3%			76%
Grade 3	55%	54%	57%	55%	1%			66%
Grade 4	41%	58%	35%	45%	10%			44%
Grade 5	74%	63%	83%	73%	8%			83%
Grade 6	45%	70%	73%	63%	13%			80%
Grade 7	79%	45%	73%	66%	15%			80%
Grade 8	68%	75%	78%	74%	4%			80%

SD stands for standard deviation.

Table 6: Intra-year Goal Monitoring Scores for Literacy

Data Source	Frequency/Unit	Domain	Tested Grades	Measure
Benchmark Advance	2, 5, 7	Writing Portion	3-5	Percent proficient 80%
Benchmark Performance Tasks	2, 5, 8	Writing Portion	3-5	Percent Proficient 80%
K-2 RPT Assessment	BOY, MOY, EOY	Phonics & Sight Word Sub-Test	K-2	Percent proficient 90%
PSAT	1/year	Reading, Writing	8	Nationally Ranked Percentile

Math Scores

Table 7: CCRS Major Content Subclaim Yearly Scores

Year	Supporting Scores							Outcome Scores			Goal Target Score
	SY 17/18	SY 18/19	SY 20/21	SY 21/22	SY 22/23	Muti-year Average	SD	SY 23/24	SY 24/25	SY 25/26	
School-wide	65%	59%	61%	61%	55%	56%	3%				64%
Grade 3	83%	78%	78%	77%	61%	75%	7%				80%
Grade 4	39%	64%	41%	70%	50%	53%	12%				65%
Grade 5	81%	71%	84%	39%	67%	68%	16%				74%
Grade 6	55%	26%	21%	44%	50%	39%	13%				59%
Grade 7	-	-	-	-	35%	35%	0%				45%
Grade 8	-	-	-	50%	50%	50%	0%				60%
Algebra I	67%	57%	80%	86%	73%	73%	10%				80%

SD stands for standard deviation.
Outcome scores are what was attained for each year; they are not goal scores.

Table 8: Intra-year Goal Monitoring for Math

Data Source	Frequency/Units	Measure	Tested Grades
Unit/Topic Assessments	*End of every unit/topic*	*Percent proficient (80%+ K-5, 70%+ 6+) Percent points earned*	*2–8*
K – 2 Summative / 3-5 EOY Assessment	*End of Grade*	*Percent proficient Percent points earned*	*2-8*
PSAT	1/year	Nationally Ranked Percentile	8

Student Social/Emotional Data

Table 9: Student Social/Emotional Scores

Student Strategies and Action Plans

Literacy Strategies

Table 10: Literacy Strategies

Strategy Description	Strategy Theory
3x3 Writing Frames. Teachers will educate students during literacy instruction about how to use 3x3 Writing Frames, or a similarly purposed tool. A writing frame is a simple, visual, graphic organizer that helps students plan how to structure their ideas coherently within an essay containing a beginning, middle, and end.	Students using a writing frame tool frequently during writing instruction will enable them to master how to preplan for their writing as to organizing and structuring ideas. Organizing ideas before writing enable students to write more coherent essays across all 3 text types highlighted in the standards.
Writing Prompt. Teachers will educate students during literacy instruction about how to deconstruct a writing prompt into its constituent elements. Teachers will provide students with sample essay questions and have them practice using prompts.	Students practicing how to deconstruct the prompt will enable them to improve their skills at deconstructing prompts. This will ensure that students will fully understand how to respond. If students can accurately write to the prompt, they should show an increase the quality of their essay construction and thus improve their writing scores.
Grammar: Teachers will educate students during literacy instruction about how to write grammatically correct sentences. Teachers will model strategies for revising writing to include grammatically correct sentences and, in turn, provide students with opportunities to revise their own writing to fix grammatical errors.	Students practicing how to construct grammatical sentences enable them to improve their skills at writing with clarity. This will ensure that students will fully understand how to construct sentences that convey their ideas clearly. If students can accurately write grammatically correct sentences, they should show an increase in the quality of their conventions and thus improve their writing scores.

Table 11: Literacy Strategies' Action Plan

	Action Plan		
Enabling Actions	**Tasks**	**Products**	**Responsible Party**
1. Inform teachers that 3X3 writing frame, writing prompts, and grammar are required strategies.	1.1 Inform teachers that they are required to use these strategies as part of literacy instruction.	Agenda for Staff Meeting	Principal
	1.2 Deliver to teachers a brief tutorial of what the literacy strategies are.	Strategy tutorial, schedule showing PL delivery	DIP Literacy Team, Principal, or CSI Team
2. Evaluate prevalence and quality of the literacy strategies.	2.1 Coordinate with Literacy ISS team to schedule classroom observations.	Observation Schedule	Principal, and CSI team
	2.2 Periodically review how many observations have been conducted.	Number of observations	CSI team
	2.3 Coordinate with Literacy ISS team to evaluate scores to uncover grade-level or teacher-level needs.	Report showing scores and areas of needs.	CSI team
3. Ensure teachers know and can use the strategies/techniques	3.1 Develop a plan for when and where to provide PL.	Description or copy of support PL module	CSI team
	3.2 Record when and where support was provided	Existing school support plans	CSI team
4. Ensure teachers use the techniques and do them well.	4.1 Develop a follow-up observation schedule to revisit schools that received support.	Observation schedule	CSI team
	4.2 Coordinate with Literacy ISS team to schedule follow-up classroom observations.	Report showing where observations were conducted	CSI team
	4.3 Evaluate scores to reveal whether the strategies are prevalent and have improved.	Report showing where follow-up support is needed	CSI team

Table 12: Literacy Strategy Process Measures

Strategy	Strategy Action	Data Source	Measure	Evaluation Date
3X3 Writing Frame Strategy	Use of Writing Literacy Strategy	Observation sheets	Percent of classroom sessions using strategies	Dec., June
Writing Prompts	Conduct observations and Analyze/summarize data by school and grade.	Observation conducted Spreadsheet	Number of Observations	Dec., June

Grammar	Document to record when and where support was provided	PL delivery Spreadsheet	Number of PLs delivered	Dec., June

Math Strategies

Table 13: TMP and SMP Strategy and Action Plan

Strategy Description	Strategy Theory
Teachers will apply selected Mathematical Teaching Practices (MTPs), and students will use selected Standards for Mathematical Practices (SMPs) as two methods to teach and learn math skills, respectively. a. Mathematical Teaching Practices are principles that guide teaches how to focus their instruction on the fundamental actions of math inquiry. b. Standards of Mathematical Practices are core techniques that enable students to solve math problems using a systematic process.	Teachers who use the MTP principles of differentiation, student discourse and making connections to representativeness can better develop quality math lesson plans containing instructional methods that help students learn effectively. These principles, additionally, enable students to use selected SMPs to help make sense of problems, reason abstractly, critique reasoning, and model with mathematics. Together, the teacher-based instructional approach MTP and the corresponding student-based SMP process will work synergistically to improve students' major content skills, which will be reflected in higher math achievement scores in that domain.

Action Plan			
Enabling Actions	**Tasks**	**Products**	**Responsible Party**
1. Inform teachers that MTPs and SMPs are required strategies.	1.1 Inform teachers that they are required to use these strategies as part of math instruction.	Agenda for Staff Meeting	Principal
	1.2 Deliver to teachers a brief tutorial of what the literacy strategies are.	Strategy tutorial	DIP Math Team or Principal
2. Evaluate prevalence and quality of the math strategies.	2.1 Coordinate with Math ISS team to schedule classroom observations.	Observation Schedule	Principal and CSI team
	2.2 Periodically review how many observations have been conducted.	Number of observations	CSI team
	2.3 Coordinate with Math ISS team to evaluate scores to uncover grade-level or teacher level needs.	Report showing scores and areas of needs.	CSI team
3. Ensure teachers know and can use the strategies/techniques	3.1 Develop a plan for when and where to provide PL.	Description or copy of support PL module	CSI team
	3.2 Record when and where support was provided	Existing school support plans	CSI team
4. Ensure teachers use the techniques and do them well.	4.1 Develop a follow-up observation schedule to revisit schools that received support.	Observation schedule	CSI team
	4.2 Coordinate with Math ISS team to schedule follow-up classroom observations.	Report showing where observations were conducted	CSI team
	4.3 Evaluate scores to reveal whether the strategies are prevalent and have improved.	Report showing where follow-up support is needed	CSI team

Table 14: Math Strategy Process Measures

Strategy	Action	Data Source	Measure	Evaluation Date
MTP/SMP	SMP observations	Observation schedule	Number of observations conducted	Dec, May
	PL support	Pl delivery Plan	Number PL delivery and support delivered	Dec, May
	SMP evaluations results	Data Collection and Summary spreadsheet table	Percent of high quality of SMP use	Dec, May

Student Social and Emotional Strategies

Table 15: Student Social/Emotional Strategy and Action Plan

Strategy Description		Strategy Theory	
Forthcoming		*Forthcoming*	
Action Plan			
Enabling Actions	**Tasks**	**Products**	**Responsible Party**

Vision Area 2: Thriving Staff

Staff Goals and Objectives

Table 16: Staff Goals and Objectives

Staff Goals	Objectives					
		Data Source	Domain and Population	Measure	Supporting Rationale	Goal Target Score & Date
2.1. Teachers will have strong pedagogical skills, knowledge, and ability.	2.1.1	LWT Observation Form	LWT Indictors 12 Faculty	Percent Observed	*Scores for this indicator have been relatively flat since SY20/21 and below a desirable threshold score of 80%.*	*Achieve a school-wide score of at least 75% for indictors 12, respectively, for each year over the period SY23/24 to SY25/26.*
	2.1.2	FCOT Observation Form	Indicators 5.d, 5.e Faculty	Percent Very Evident/Percent Observed	*Scores for these indicators have been relatively flat since SY20/21 and below a desirable threshold score of about 80%.*	*Achieve a school-wide percent observed score of at least 80% and 70%, for indictors 5.d and 5.e., respectively, for each year over the period SY23/24 to SY25/26.*
2.2. Staff will have high emotional well-being and be socially connected to other District stakeholders.	2.2	Communication and Engagement Faculty Survey	Faculty Involvement Index (Q4, Q5, Q6) School Faculty	Average Percent Quite - a-Lot	*Scores for this 3-item index (Questions 4, 5, 6) have been somewhat low, hovering around 50%. The scores have been flat, with no substantial increase.*	*Achieve a school-wide score of at least 60% for each year over the period SY23/24 to SY25/26.*

Staff Supporting and Outcome Data

Pedagogical Skills Scores

Table 17: Learning Walkthrough Indicator Yearly Scores

Indicators	Supporting Scores					Outcome Scores			Goal Target Score
	SY 20/21	SY 21/22	SY 22/23	Multi-year Average	SD	SY 23/24	SY 24/25	SY 25/26	
SF12 Higher-Order Questions	70%	57%	58%	65%	6%				70%

Scores are percent observed.
SD stands for standard deviation.

Table 18: FCOT Indicator Yearly Scores

Indicators	Supporting Scores (Percent very evident)							Outcome Scores (Percent Observed)			Goal Target Score
	SY 20/21 Score	Count	SY 21/22 Score	Count	SY 22/23 Score	Count	Multi-year Average	SY 23/24	SY 24/25	SY 25/26	
5.d (interventions)	81%	26	93%	46	93%	15	89%				95%
5.e (differentiation)	69%	16	97%	29	93%	15	86%				93%

For years SY20/21 and SY 21/22, the scores represent Percent Very evident based on a 3-point evident scale.
For SY22/23 and the outcomes, the scores represent Percent Observed based on a 2-point observed scale.

Table 19: Intra-year Monitoring Sources for Staff Goals (LWT & FCOT)

Data Source	Frequency	Measure	Indicators
LWT Dashboard	Monthly	Percent Observed	LWT 12
FCOT Dashboard	Monthly	Percent Observed	FCOT 5.d, 5.e

Staff Social/Emotional Scores

Table 20: C&E Survey Faculty Scores

Indicators	Supporting Scores (Spring Administration)					Outcome Scores (Spring Administration)			Goal Target Score
	SY 20/21	SY 21/22	SY 22/23	Yearly Average	SD	SY 23/24	SY 24/25	SY 25/26	
Q4	-	54%	66%	60%	6%				75%
Q5	-	43%	60%	52%	8%				70%
Q6	-	54%	47%	51%	4%				60%
Index		50%	58%	54%	4%				

Yearly score consists of Spring administrations.
SD stands for standard deviation.

Staff Strategies and Action Plans

Table 21: Pedagogical Strategies

Strategy Description	Strategy Rationale
FC Targeted Support. School administrators and ISSs will provide on-going, targeted support to teachers on the processes used within their FC meeting to differentiate students into groups and select appropriate interventions. The support mode and content will be developed and delivered based on an evaluation of FC Teams' need, using data that measure the use and quality of these two processes (as measured by FCOT 5d & 5e).	Providing targeted support to FC teams on the process of differentiating students and selecting interventions will enhance teacher skills in these two instructional areas. In turn, teachers will be better able to provide effective interventions to students according to their specific needs. Consequently, students will learn more effectively and thus master skills and standards, which will be reflected in higher achievement scores.
LWT Targeted Support. School administrators and ISSs will provide on-going, differentiated support to teachers on the processes used to create lesson plans with high cognitive demand tasks. The mode and content of the support will be developed and delivered based on an evaluation of teacher needs, using data that measure the prevalence of LWT indicator 12.	Providing targeted support to teachers on how to incorporate high cognitive demand tasks will enhance their ability to do so. In turn, teachers will be better able to challenge students to extend their learning. Consequently, students will learn more effectively and thus master skills and standards, which will be reflected in higher achievement scores.

Table 22: Targeted Support Action Plan

Enabling Actions	Tasks	Products	Responsible Party
1. Inform principals and teachers of the FCOT and LWT support strategy.	1.1 Inform faculty what the targeted support strategy is regarding FCOT 5d, 5e, and LWT 12.	School Meeting Agenda	Principal
	1.2 Provide a brief tutorial on what the actions are that underly these three indicators.	Checklist of tutorial deliver	Principal & DIP Staff Committee
2. Evaluate the prevalence and quality of these indicators.	2.1. Coordinate with ISSs and principals to schedule FCOT and LWT observations.	Observation Schedule	CSI team
	2.2 Periodically review how many observations have been conducted.	Counts from FCOT and LWT dashboard	CSI team
	2.3 Coordinate with DIP staff committee to evaluate observation scores to uncover grade-level or teacher level needs.	Evaluation Results	CSI team
3. Ensure teachers perform these indicator actions often and well.	3.1 Develop a plan with DIP staff committee for when, where, and how to provide PL.	Training Plan	CSI team
	3.2 Record when and where support was provided.	Training Plan	CSI team
	3.3 Monitor results and provide follow-up PL where necessary.		

Table 23: Staff Strategy Process Measures

Strategies	Strategy Process	Data Source	Measure/Output	Evaluation Dates
LWT/FCOT	Observations	Observation schedule	Number of observations conducted	Quarterly
	PL support	PL delivery Plan	Number PL support session delivered	Quarterly

Table 24: Staff Social/Emotional Strategy and Action Plan

Strategy Description	Strategy Theory
Weekly email - Friday emails sent with a link to the Digital Commnet Box. Once feedback is received we respond to it either in email or with the whole group in our next meeting. **Ya'll Come meeting** – Regular open meeting is held where faculty can come and ask questions or discuss concerns of any kind.	Providing frequent opportunities for our faculty to share their ideas and feedback will help them to feel engaged and part of the decision-making process.

Enabling Actions	Tasks	Products	Responsible Party
1.Inform teachers of the email protocols.	Provide brief tutorial on how to access and use the Digital Comment Box	Data gathered in Google Form	**CSI Team**
2. Introduce the Ya'll Come meetings.	Train faculty on the purpose and process of Ya'll Come Meetings	Minutes from Ya'll come meetings	**CSI Team**

Vision Area 3: Parent Engagement

Parent Goals and Objectives

Table 25: Parent Goals and Objectives

Parent Goals		Objectives				
		Data Source	Domain and Population	Measure	Rationale	Goal Target Score & Date
Parents will be informed about and involved in their child's learning.	3.1	C&E Parent Survey	Q1, Q2, Q3	▪ Q1, Q2: Percent Well ▪ Q3: Percent Quite-a-lot	Scores for these questions have been relatively flat since SY20/21 and below a desirable threshold score of 80%.	Achieve a School-wide percent observed score of at least 75%, 69% and 56% for questions 1, 2 and 3, respectively, for each year over the period SY23-25

Parent Supporting and Monitoring Data

Table 26: Parent Communication and Engagement Survey Results

Indicators	Supporting Scores (Spring Administration)					Outcome Scores			Goal Target Score
	SY20/21	SY21/22	SY22/23	Multi- year Average	SD	SY23/24	SY24/25	SY25/26	
Q1 (Learning Targets)	-	32%	66%	49%	17%				**75%**
Q2 (Achievement)	-	42%	60%	51%	9%				**69%**
Q3 (Engagement)	-	8%	47%	28%	20%				**56%**

SD stands for standard deviation.
Yearly score consists of spring administrations.

Parent Strategies

Table 27: Parent Engagement/Communication Strategy and Action Plan

Strategy Description	Strategy Theory
Schools will develop a communication process, as a strategy, and use it routinely to inform parents about 1) what their child should know, 2) their child's academic status and progress, and 3) how they can contribute to their child's education. To enable the latter to occur, schools must have a communication process (plan) describing explicitly the 1) content of information to be conveyed, 2) mode of communication, and 3) frequency of communication. The plan must also include a means to ensure the school is implementing the process effectively.	Research has shown that parental involvement in their children's education is a major factor affecting student achievement. Consequently, the District has an interest in having parents engaged and supporting their children's learning. Some prerequisites that enable parents to participate effectively is that they know their child's academic status and the ways they can assist their child's learning. Schools providing this substantive information and conveying it effectively can help induce parents to interact with their child's learning and thus lead to improved student achievement.

Action Plan			
Enabling Actions	**Tasks**	**Products**	**Party**
1. Develop a communication plan.	1.1 Decide what information to convey. a) Learning targets b) student achievement c) Parental involvement	List of information	CSI Team
	1.2 Develop effective modes for communicating the information.	List of Communication Modes	CSI Team
	1.3 Create a written plan or process for what to communicate and how.	Communication Plan	CSI Team
	1.4 Review plan quality with District Parent Communication Committee.	Revised Plan	CSI Team
2. Inform staff of the strategy and how to implement it.	2.1 Develop a PL module that explains the communication strategy and staff responsibilities	PL Module	Parent DIP Committee and CSI Team
	2.2 Inform staff of the plan and their responsibilities.	PL agenda	Parent DIP Committee and CSI Team
3. Monitor implementation fidelity	3.1. Develop a process to monitor plan implementation	Monitoring process plan	CSI Team
	3.2 Monitor plan implementation	Results report	CSI Team
	3.3 Review results (Analyze and Adjust)	Meeting schedule	CSI Team and Parent DIP Committee

Table 28: Parent Strategy Process Measures

	Action	**Data Source**	**Measure**	**Evaluation Date**
Communication Strategy	Create of communication plan	DIP Parent Team Folder	Presence of communication plan	Dec., May
	Evaluate school's plan quality	Evaluation SS Results	Quality rating of Plans	Dec., May
	Monitor communication plan implementation	Monitoring Plan Report	Number of communications	Dec., May

SIP Instructions
(delete instruction page when finished)

This document is your SIP. It contains the SIP report format and structure, which is not to be modified. The SIP organizationally consists of tables that house the plan information. Specifically, report contains tables for data, goals, strategies, and action plans. Beyond format, your SIP report already contains much of your SIP's substantive content, which is drawn from the District Improvement Plan. The SIP must mirror the DIP's content, for the purpose is to achieve alignment and have schools further the DIP strategies. This means that the school will not be selecting most of its goal domains and strategies. Consequently, you will not have to write much of the SIP report. You will, however, select a couple of strategies, enter supporting data, and select goal scores. The below instructions provide information about what SIP content is fixed and what schools must do to complete the SIP.

Academic Section

Table 1 contains a _summary of the required school's goals and strategies_, so the information has been prepopulated here for you. You as a school will be required to complete the objective section, which will contain your school specific goal scores that you select based on your individual school data. These goal scores or objectives are those scores you seek to attain, e.g., you want to attain a score of 50%.

Table 2 contains the _academic goals_, which are written in an extended format instead of using the traditional SMART goal sentence. The basic goal information is prepopulated in the first few columns. The school will have to write the goal rational and objective date and score. There are instructions on how to do so in the table cells; you will delete the instructions and replace it with your language. To help you craft the language, there is an exemplar statement that you can use either as is or modify. You merely need to enter your specific school scores into the exemplar write-up.

Table 3, 4, 5 and 7 are the for the supporting data. You as a school will need to enter these scores. The table requires computing an average and standard deviation. If you need help doing so, contact Miles Cooper. There are cells to place subsequent assessment scores (outcomes). You also need to put in the goal target score.

The tables containing the Math and Literacy strategies, process measures, and action plans are complete and do not to be changed.

Tables 6 and 8 contain a place to enter any of your school's within-year assessments that you think will measure your goal's specific domain. The goals are based on assessments administered yearly, so it is important to benchmark the goal using whatever other intra-year assessments you have.

Staff Section

Table 16 contains the information on the staff goals. It prepopulated with the core information, so you should not need to change any content in the first four columns. There is exemplar language for the rationale and objective sections. You can retain the language and just insert your school's supporting and objective scores.

Tables 17, 18 and 20 are for your LWT, FCOT and C/E staff data, so you will need to enter these scores and then compute the average and standard deviation. If you need help doing so, contact Miles Cooper.

Tables 21 and 22 contain the required staff strategies and action plans; you do not need to change what is in here.

Table 24 is where you will place your strategy for the staff social/emotional goal. Although the goal, which is "involved staff," is mandated, schools will have to choose and develop a strategy on how to achieve the goal.

Parent Section

Table 25 contains the information on the parent goals. It's prepopulated with the core information, so you should not need to change any content in the first four columns. There is exemplar language for the rational and objective sections. You can retain the language and just insert your school supporting and objective scores.

Table 26 is for your C/E parent data, so you will need to enter these scores and then compute the average and standard deviation.

Table 27 contains the parent strategies and action plans; you do not need to change what is in here.