IMPROVEMENT PLAN EXAMPLES

Elementary and Junior High	High School

MEASURABLE GOAL(S)
 	
- **Achievement:** Increase combined student proficiency on PAWS math, reading and science from _____ to_____ by what date? *(Meets Targets = 52, Exceeds Targets = 69)*
- **Growth:** Increase growth on PAWS math and reading from _____ to ____ by what date? *(Meets Targets = 45, Exceeds Targets = 60)*
- **Equity:** Increase growth on PAWS math and reading for students in the consolidated subgroup from _____ to _____ by what date? *(Meets Targets = 47, Exceeds Targets =60)*
	MEASURABLE GOAL(S)
	ACADEMIC PERFORMANCE
	
	- **Achievement:** Increase student proficiency on the 11th Grade ACT from _____ to ____ by what date? *(Meets Target = 32, Exceeds Target = 45)*
	- **Growth:** Increase student growth in Math and Reading as measured by Explore, Plan and ACT from _____ to ____ by what date? *(Meets Target = 47, Exceeds Target = 60)*
	- **Equity:** Increase the growth between grade ten Plan and grade 11 ACT for the consolidated subgroup from _____ to _____ by what date? *(Meets Target = 47, Exceeds Target = 60)*
	
	OVERALL READINESS
	
	- **Graduation Rate:** Increase graduation rate from ____ to ____ by what date? *(Meets Target = 80, Exceeds Target = 90)*
	- **Additional Readiness:** *(Meets Target = 68, Exceeds Target = 79)*
	  - **Hathaway Scholarship Level:** Increase student average index points through increased ACT Scores, increased GPA and completion of Success Curriculum from _____ to ____ by what date?
	  - **Ninth Grade Credits:** Increase the percentage of students that have earned one fourth of the credits required to graduate from high school from _____ to _____ by what date?
	  - **Tested Readiness:** Increase the average student tested readiness index points from _____ to _____ by what date?

PERFORMANCE MILESTONES (FOR INDICATORS THAT ARE BELOW TARGETS)

- What are the agreed upon performance milestones that will incrementally move the school from where they are currently to the goal?

INTERVENTIONS

Interventions are research-based practices to improve schools. These will likely include the areas identified as "needs improvement" in the narrative component of the comprehensive plan. Write the interventions in a way that "names the players" (i.e. Teachers will…,)

STRATEGIES

For each intervention, specify action steps, timelines, process benchmarks and resources needed to implement the interventions for teaching and learning, leadership and resource utilization.

IMAGINARY SCHOOL - ELEMENTARY SCHOOL PERFORMANCE REPORT

	School Indicator Performance Only students enrolled at the school for a full academic year were included. Full Academic Year is October 1st through the midpoint of the state assessment window.			
Indicator	Category	Score	Count of Students	Description
Growth	Exceeding Targets	65.0	153	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Exceeding Targets	67.5	77	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Below Targets	42 %	197	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met			The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

IMAGINARY SCHOOL - IMPROVEMENT PLAN

GOAL(S):

Achievement: Increase combined student proficiency on PAWS math, reading and science from 42% to 52% on the 2016-17 School Performance Report

PERFORMANCE MILESTONES:

- 47% - 2015-16 School Performance Report
- 52% - 2016-17 School Performance Report

WDE DRAFT/EXAMPLE 9/8/15

TEACHING AND LEARNING

MEASURES AND METHODS (INTERVENTIONS):

Intervention #1: All teachers will engage in Professional Learning Communities that use student achievement and growth data to determine instructional decisions (become a high performing learning system).

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Arrange for common planning times for grade level and content area teachers at least once per week.	Summer 2015	Principal Calendar Team	- 1-2 after school - K, 3, 4 built into the schedule.
Incorporate Reteach and Enrich into the daily schedule of all schools.	Spring 2015	Principal, Facilitators	- Within grade level groups
Develop and implement a system of common formative, benchmark, and summative assessments to inform teachers and guide instruction in the classroom learning system.	Spring 2016	Principal, facilitators, teachers (4 PD days throughout the 2015-16 school year.)	- Benchmarks for every 6-7 standards.

Evaluation/Evidence (How will you know when the intervention is fully implemented?)
Collaborative teams meet once a week to develop and refine standards-aligned units of instruction and review student learning data.

Intervention #2: All teachers will implement research-based instructional strategies to increase student engagement

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Provide training to teachers on how to actively engage students through Cooperative Learning	2015-16 school year, or by May 2016	All 32 teachers and Administrators. Cost of $10,000 paid from Title I	- All teachers and administrators trained in 5 days of Cooperative Learning - All administrators trained in Cooperative Meetings (2-days) - All teachers who have been trained are coached quarterly

Evaluation/Evidence (How will you know when the intervention is fully implemented?)
Use of cooperative learning strategies are routinely observed in teacher practice during classroom observations.

WDE DRAFT/EXAMPLE 9/8/15

LEADERSHIP

MEASURES AND METHODS (INTERVENTIONS):

Intervention #1:

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
			-

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

Intervention #2:

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
			-

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

RESOURCE UTILIZATION

MEASURES AND METHODS (INTERVENTIONS):

Intervention #1:

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
			-

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

Intervention #2:

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
			-

Evaluation/Evidence (How will you know when the intervention is fully implemented?)