Purpose of Report: To provide for School Board approval the individual School Improvement Plans.

A requirement of the South Dakota Department of Education is that each school submit a School Improvement Plan to track and ensure accountability. These plans are ever-changing documents with the purpose introducing, implementing, and evaluating strategies that ultimately improve student achievement.

The Sioux Falls School District has provided this document for years in other forms. However, the State has created a new format called the Systemic Collaborative Data Processing template to better organize the information. This new template encourages building leadership teams to look at school data through four lenses: Student Achievement, Programs and Structures, Professional Practice, and Family and Community.

Each School Improvement Plan is focused on the District’s mission, priority statements from the strategic plan, and the Annual Measurable Objectives set under the South Dakota Department of Education’s accountability model.

Administrative Recommendation to School Board: Approve the individual School Improvement Plans.
School Improvement Plan
Report

Purpose of Report: To provide for School Board approval the individual School Improvement Plans.

District Priority Area: Student Outcomes, School Climate & Culture, District Staff and Community Engagement

District Priority Statement 1: SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas:

a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades;
b.) Maximizing time on instruction and learning;
c.) Differentiated and engaging pathways;
d.) Equitable access to highly effective programs;
e.) College readiness and/or career preparedness;
f.) Holding all schools to high expectations for students’ social and emotional growth and development.

Priority Statement 2: SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students.

Priority Statement 3: SFSD will provide a nurturing and safe learning experience for all.

Priority Statement 4: SFSD will develop strategies to enhance a culturally responsive workforce.

Priority Statement 5: SFSD will develop strategies to enhance quality and diversity of its workforce.

Priority Statement 7: SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers.

Priority Statement 8: SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success.

Explanation:

School Improvement Plans are a requirement for school accreditation through the South Dakota Department of Education (SDDOE) as well as for accountability for Title I of the federal Every Student Succeeds Act. Each school has a School Improvement Team with representation from administration, teachers, and parents. A subset of the School Improvement Team, called the Building Leadership Team, meets regularly throughout the year to guide the development, implementation, and evaluation of the School Improvement Plan.

Each school’s Improvement Plan is maintained in a template in Google Drive. The District’s goals and performance targets are the base for the school plan. The Building Leadership Teams gathered last
spring for a data retreat facilitated by the Curriculum Services and Special Services departments. At the data retreat the teams focused on school performance through 4 lenses: Student Achievement, Programs and Structures, Professional Practice, and Family and Community. Teams evaluated the goals and strategies they had been working on for the school year, then revised or developed new goals for the coming year.

Over the summer, central administration staff attended training on the state’s new Systemic Collaborative Data Processing template. This new template encourages building leadership teams to look at data through all four lenses continually on a routine and scheduled plan. Instead of combining all of the information on to one long and wide document, this new template breaks the school improvement process into the following pieces: staff roles, goals, meetings summary, data processes, priorities and strategies, and the professional development plan.

When the SDDOE released the School Performance Index (SPI) for each school this fall, representatives from each school’s Building Leadership Team met again to receive training on the new template and receive directions for transferring their old plan to the new template. Through this training they also examined their own accountability results to determine if information from the SPI suggested any adjustments were necessary for their plans. The SPI, a 100-point index, consists of four key indicators:

1. Student Achievement (based on performance on the Smarter Balanced English Language Arts and Mathematics assessments given to students in grades 3-8 and 11)
2. Student Growth (based on trend data when comparing the two years of Smarter Balanced assessment results for the Sioux Falls School District)
3. Attendance (Elementary and Middle School) or High School Completion (High School)
4. College & Career Readiness (High School)

The SDDOE also requires each school to set specific Annual Measurable Objectives (AMOs) for Student Achievement for each subgroup of students. The state’s goal is to reduce by half the percentage of students in the “all students” group and each subgroup who are not proficient in English Language Arts and Mathematics within six years.

Title I schools whose SPI score falls in the bottom 10% in the state are identified as Priority or Focus Schools have the option to use the new Systemic Collaborative Data Processing template in place of the former online system called SD LEAP (South Dakota Leading Effectively...Achieving Progress). The Building Leadership Teams meet regularly with a State Support Team member from the SDDOE to reflect upon current practice related to the 7 Turnaround Principles that research shows are most effective in transforming school performance. Schools record their discussions, strategies for action, and progress toward achieving goals in the template. The District currently has two Priority Schools, the Elementary Immersion Center and the Middle School Immersion Center, and three Focus Schools: Hawthorne Elementary, Hayward Elementary, and Laura B. Anderson Elementary.

Costs: N/A

Committee Participation: Each school formed a Building Leadership Team consisting of the administrator and three or more teachers. These Building Leadership Teams, along with other grade-level and content-alike teams, meet on a continual basis throughout the school year to look at data and plan for change. On the second Wednesday of the month, 4-5 principals are invited to

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attend the Curriculum Services meeting at the Instructional Planning Center to share progress and challenges and get feedback.

**Summary:** The Sioux Falls School District remains committed to continuous school improvement, and each school maintains a School Improvement Plan using an online template. The School Improvement Plans are focused on the District’s mission, the priority statements from the strategic plan, and the AMOs set under the South Dakota Department of Education’s accountability model.

**Administrative Recommendation to the School Board:** Approve the individual School Improvement Plans.

**Reference:**

https://drive.google.com/drive/folders/0B4Z792iAplpQRVloFVKSjY2ZHM?usp=sharing