New Hampshire

Comprehensive Support and Improvement (CSI)

School Improvement Plan

2023

School Improvement Plan Overview

The following pages provide guidance and support to help school improvement teams engage in the school improvement planning process. Included is an overview of the improvement planning process with steps and tools to support teams through each phase of the process. Also included is an improvement planning template that CSI schools will use to record their plans for sharing with NHED. As teams engage in the improvement planning process, please keep in mind that . The purpose of the planning is to support year-long systemic change interventions that will enhance the practices of school personnel and ultimately improve outcomes for students.

New Hampshire schools that have been identified as needing additional Comprehensive Support and Improvement (CSI) need to complete a school improvement plan for the 2023-2024 school year. As a reminder, CSI schools were identified based on key CSI indicators. For elementary/middle schools, the key CSI indicators included academic achievement, growth, progress toward English language proficiency (ELP), and equity. High school CSI indicators included academic achievement, graduation rate, progress toward English language proficiency (ELP), and college- and career-readiness. For each indicator, every school received an overall level ranging from 1- 4 based on their student performance. The 5% of Title I schools with the lowest performance on the indicators were identified as CSI, as well as any high school with a four-year graduation rate of 67% or less. As school improvement teams engage in their improvement planning, they should work to ensure that the improvement plan targets the indicators with the lowest performance.

Although the NHED is providing these resources to support CSI schools, it is important to remember that each CSI school is ultimately in charge of developing and implementing its own improvement plan. As mentioned above, the goal of a school improvement plan is improvement in student success. In all cases, improvements in student success will only occur if they are preceded by substantive and strategic changes to school-based systems and professional practices.. Thus, when developing their plans, school improvement teams must identify the changes in systems and practices that will mostly produce the desired outcomes they are looking for and build plans that will provide the necessary support to sustain these changes.

As improvement teams begin the planning process, it is suggested that they take the time to get organized. The first recommendation is for teams to review this full document. In addition, the Getting Started document will also help teams get organized. . Lastly, teams are reminded to reach out to their WestEd improvement coaches if and when they have any questions.

The Improvement Planning Stages

Get Informed

The first stage of the improvement planning process is to Get Informed. Information about the school's current status, including strengths, priority needs, opportunities, and questions for consideration, should be reviewed. During this stage of the process, school teams should do the following.
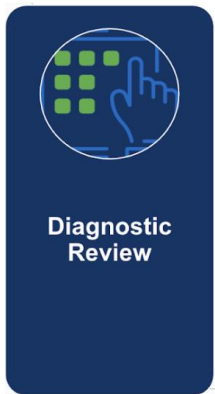
1. Identify the CSI indicators in which the school has been identified for improvement
2. Review and discuss findings from the diagnostic review
3. Engage in a collaborative review of the CALL data used to generate the diagnostic review report. The two protocols below can be used by teams to do this.
   a. Glance Protocol
   b. Focus Protocol
4. Consider and discuss how Four Domains practices can accelerate progress towards improving CSI indicators

Select Goals

During the Select stage of the improvement planning process, school teams will select the goals that will drive their improvement plan. When developing their goals, teams should consider the current CSI indicators and strive to leverage the diagnostic review and data reviewed during the Get Informed stage. To help ensure success at this stage, school improvement teams should develop a manageable amount of SMART goals. Below are steps that will help teams do this.
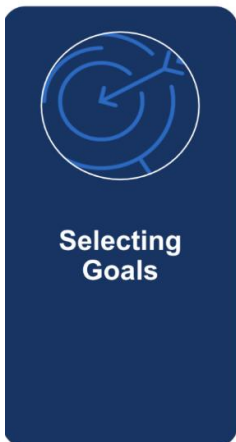
1. Review the SMART Goals document to support setting measurable and timely goals.
2. Discuss the current and desired future state of CSI indicators and any threats that are in the locus of the school team's control
   a. What additional data points can provide a clear picture of this area of improvement?
   b. Are there additional data points that can provide additional insight for subgroups?
3. Select SMART goals based on your CSI indicators (ELA, math, graduation rate, etc.)
4. Contemplate if successful attainment of the goals will impact whole school improvement efforts and subgroups
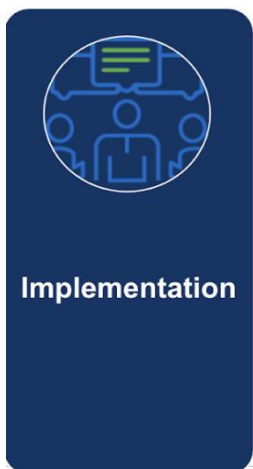
Plan

During the planning stage, school teams define all of the components needed to meet each SMART goal. Examples include the tasks necessary, the time frame, the people responsible, the method of communication, and other defining needs. Follow the steps below to make a plan for each goal using the provided template.

Improvement Planning

1. Select one goal to begin planning
2. Discuss and select a strategy to support the SMART goal that will help address the priority needs to meet the desired goals. Consider the following
   a. How can strengths be leveraged to meet the goals?
   b. What Four Domains practice can support the school in reaching its goal?
3. Review the Four Domains Strategies and Suggestions and Four Domains practice
4. Select a Four Domains practice
5. Begin planning what actions (action item) the school needs to take to reach the desired goal.
   a. What action item will the school engage in?
   b. Will funding be necessary?
   c. What is the timeline for implementation?
   d. What evidence will be expected?
   e. How will it be monitored?
   f. Who is responsible?

Implement the Plan

This stage involves putting the plan into action. Ultimately, school leaders are the ones responsible for successfully implementing and sustaining their improvement plans. This begins with effectively communicating the plan to all stakeholders and working to ensure all involved have the support they need. During this stage, school teams should do the following.

Implementation

1. Develop the approach to disseminate the plan
2. Create a timeline and calendar for the implementation of each goal
3. Communicate the plan to the school community: teachers, staff, students, parents, and community members.
4. Establish ongoing collaboration with district leadership about the goals, actions, and resources needed.
5. Consider what training, support, and resources need to be provided to staff.
   a. Understand the goals,

b. Understand the expectations,

c. Understand their responsibilities as stakeholders

Analyze Progress

As part of an improvement cycle, the plan must be monitored routinely and adjusted whenever new information becomes available that may provide additional insight into the plan's progress. The course of action may change when other data is taken into account. It is essential to maintain careful attention to ensure the plan timelines are followed and that resources are available to carry out the targeted objectives. Key steps during the Analyze stage include the following:
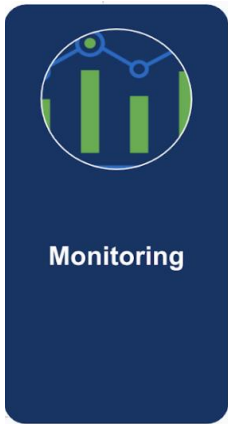
Monitoring

1. School teams set up time to meet monthly during the 2023-2024 school year to review action items from the plans
2. To analyze and monitor the plan:
   a. Hold school leadership team meeting
   b. Have team members responsible for action items to bring evidence of implementation and progress.
3. Give a Quick CALL survey to assess an individual indicator to monitor progress of the action items.
   a. Analyze Quick CALL data during the monthly meeting using Quick CALL protocol
   b. Are action items showing evidence of change?
   c. Review and analyze associated Smart Goals.
   d. Adjust the plan as needed.

Improvement Plan Template

SMART GOAL	Increase graduation rates for this year's senior cohort from 65% to 75% by August 2024.		
CSI Indicators	Graduation Rate	Specific Grade-level	
Strategies	**Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal:** A. Student engagement instructional strategies for teachers B. Parent engagement C. Attendance		

Consider the research: Identify the Four Domains practice that can best support the school in reaching its goal?(Four Domains for Rapid School Improvement)

Action Items **(What actions does the school plan to take in order to implement the selected strategy?)**	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring** **(Schools can use Quick CALL to monitor)**	**Position/Role Responsible**
Selected Practice Target professional learning opportunities			
Strategy A: Student engagement instructional strategies for teachers A.1 Coaching and professional development focused on effective strategies for student engagement . Conduct monthly coach supported pd (2.2.60) • Develop ongoing coaching for teachers to assist them with instructional strategies and ensure they receive regular feedback on their practice. • Prioritize observations based on teacher needs and student achievement goal	A.1 Funding needed for summer PD with teachers. A.2 Funding for admin training on effective feedback. A.3 Funding for common planning time.	A.1.a. Starting August 2023, Monthly coach led PD A.1.b. Walkthrough tool, coaching schedule A.2.a. By August 2023, an observation schedule is generated for administrators for to provide targeted feedback A.2.b. Observation schedule, targeted feedback provision to teachers A.3.a A.3.b	A.1 Instructional coach A.2 School admin team A.3 Coach and Admin Team

A.2 Targeted feedback to teachers (2.2.71) ● Develop a classroom walk-through schedule for the Principal and Assistant Principal so teachers have a common understanding of when walk-throughs take place and, on average, how long visits last. ● Provide relevant and timely feedback. ● Have face-to-face debriefs with teachers as a result of data collected in walk-throughs to provide high-quality instructional coaching support to teachers. ● Provide training for the administration on tools and skills that facilitate meaningful feedback to teachers to increase quality instructional feedback schoolwide. A.3 Key strategy for engagement: Connection to student experiences (2.2.91) ● Provide professional learning that focuses on what students are experiencing through the learning environment and through teaching instruction. ● Provide professional learning that embraces the advantages of each student's culture's richness and helps them connect ideas. This shift may require an intentional reorientation to the craft of teaching. ● Ensure that teachers have collaborative time to discuss and create specific strategies that motivate and encourage			

interest and engagement. ● Have teachers provide both context and relevance to subject content to support students in making connections to what they are learning. ● Provide professional learning that builds on students' prior knowledge and that includes various ways of assessing "knowing" as an instructional strategy. ● Ensure that teachers have time to give authentic and meaningful feedback to each student.			

Selected Practice Engage students & families in pursuing educational goals			
Strategy B: Parent engagement B.1 B.2 B.3		a. b.	

Selected Practice Monitor Short & Long Term Goals			
Strategy C: Attendance C.1 C.2 C.3		a. b.	
		a.	

		b.	
		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?
Implications for Subgroups (eg. SWD, ELL, etc.)