

# School *Improvement* Planning & Annual *Action* Planning

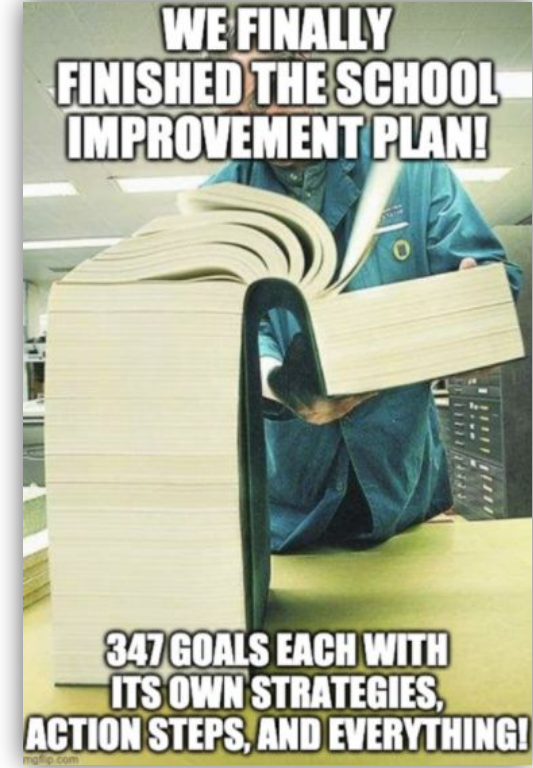
School Board Training

SIP and AAP

# Why plan for School Improvement?

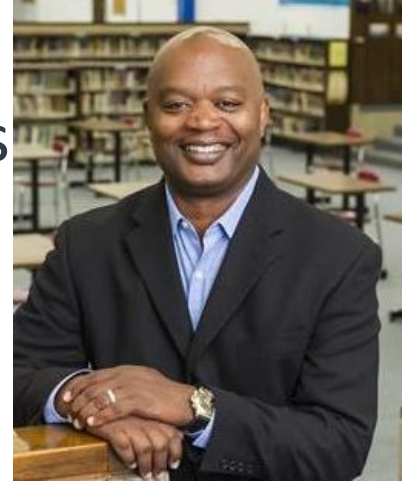
- “Deep and meaningful school improvement involves taking a step back and imagining what, specifically, you want your school to look like in the future. Such future visioning can create a sense of collective identity and belonging important to student, teacher, and school growth. And when schools make that future vision sufficiently detailed, they increase the chances they will set meaningful annual growth goals and strategies likely to move them forward.” *Meredith Honig, DL2 Lab, UW*

[UW DL2 Central Office Transformation](#)

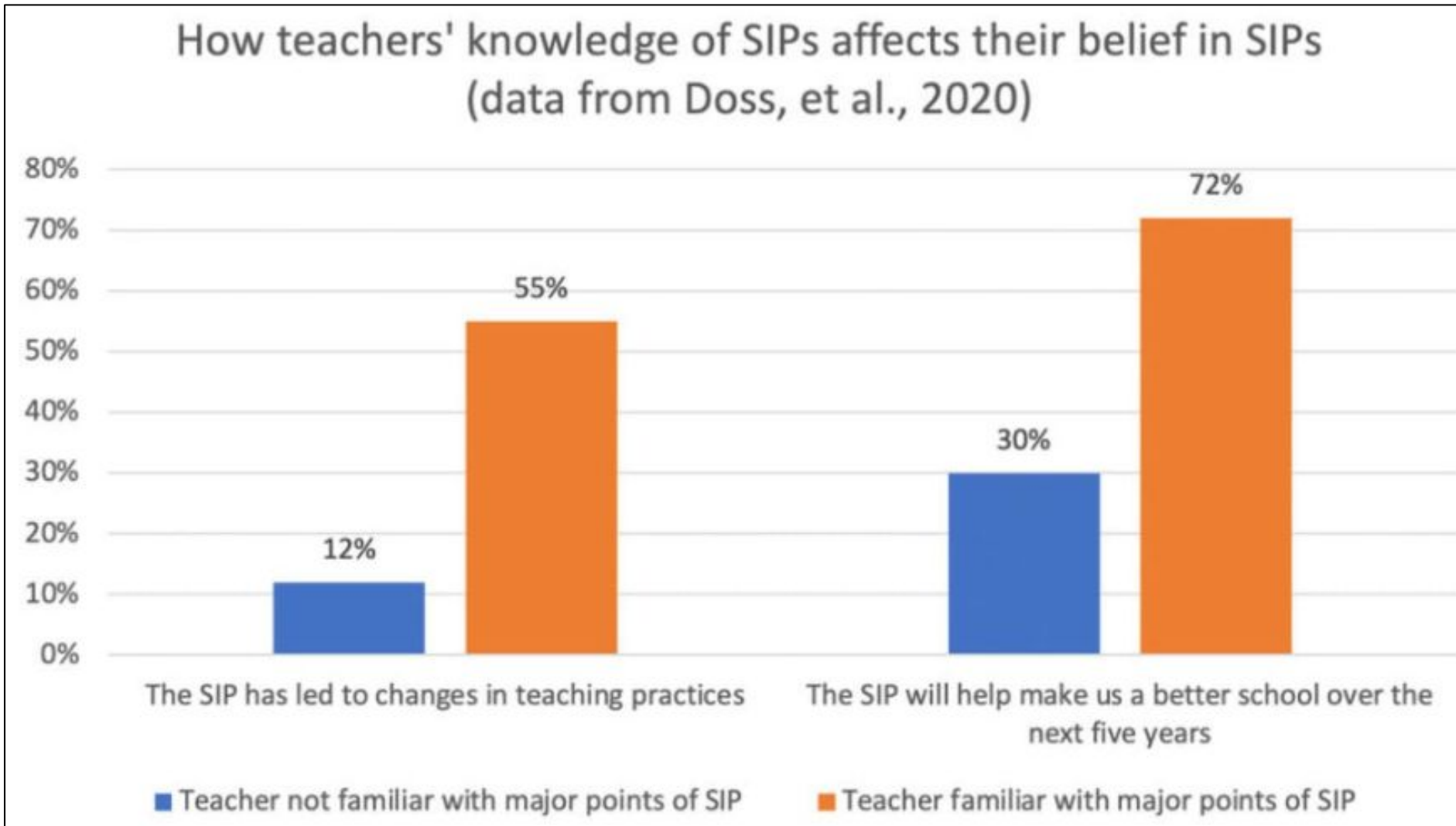


# Why plan for School Improvement?

- “School improvement is the single most important business of the school in that it is a continuous process to ensure that ALL students are provided access, opportunity and support to achieve at high levels.”  
Willie L. Jett, II (St. Cloud Area School District 742)



# Broad involvement in SIP/AAP Planning



# Planning for Multiple Years & Current Year

- Why plan for multiple years and current year simultaneously?



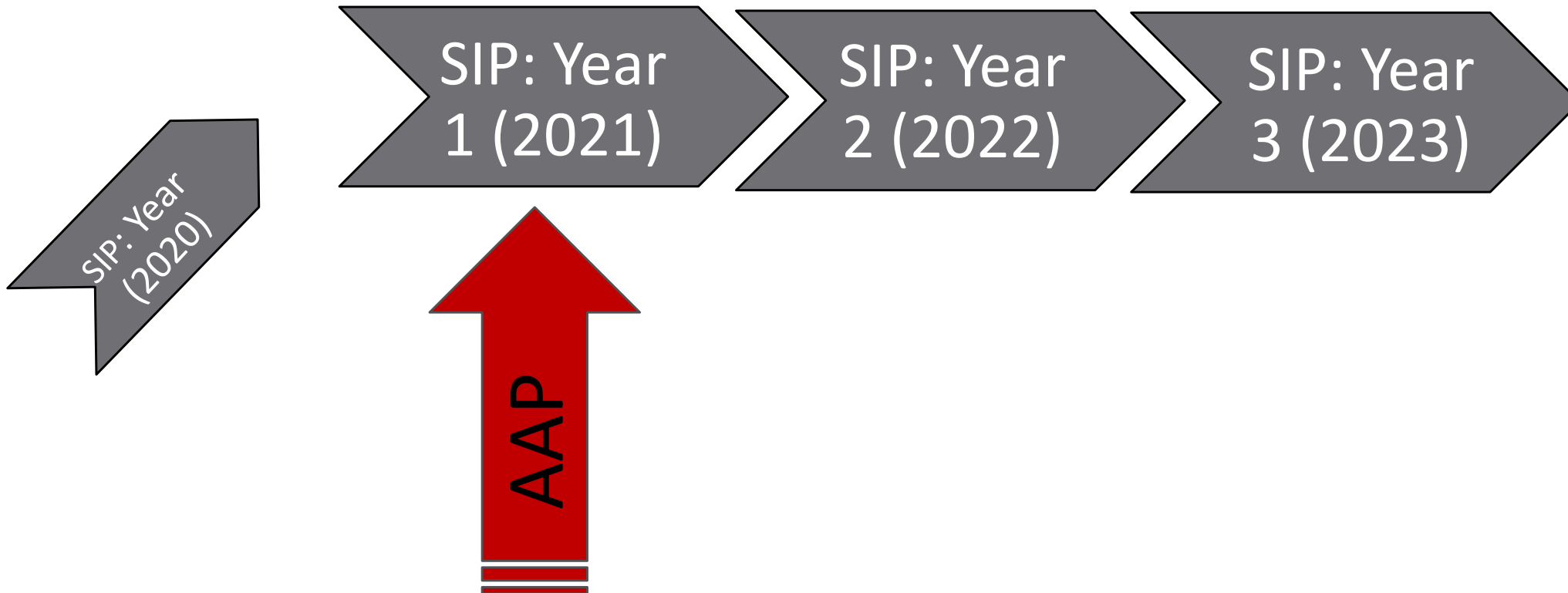
# What is a SIP vs. AAP?

- A **school improvement plan (SIP)** outlines a three-year trajectory for your school.
- Where do you want students to be three years from now?
- Where do you need staff to be three years from now to accomplish student goals?
- What new learning by adults will be needed?
- How will you monitor progress toward your three-year trajectory?
- An **annual action plan (AAP)** is the first year of your SIP.
  - The AAP asks you the same questions as the SIP, but from a one-year view.

SIP vs. AAP (let's say...2020, 2021, 2022)



SIP vs. AAP (when 2020 ends...  
everything shifts to the right)



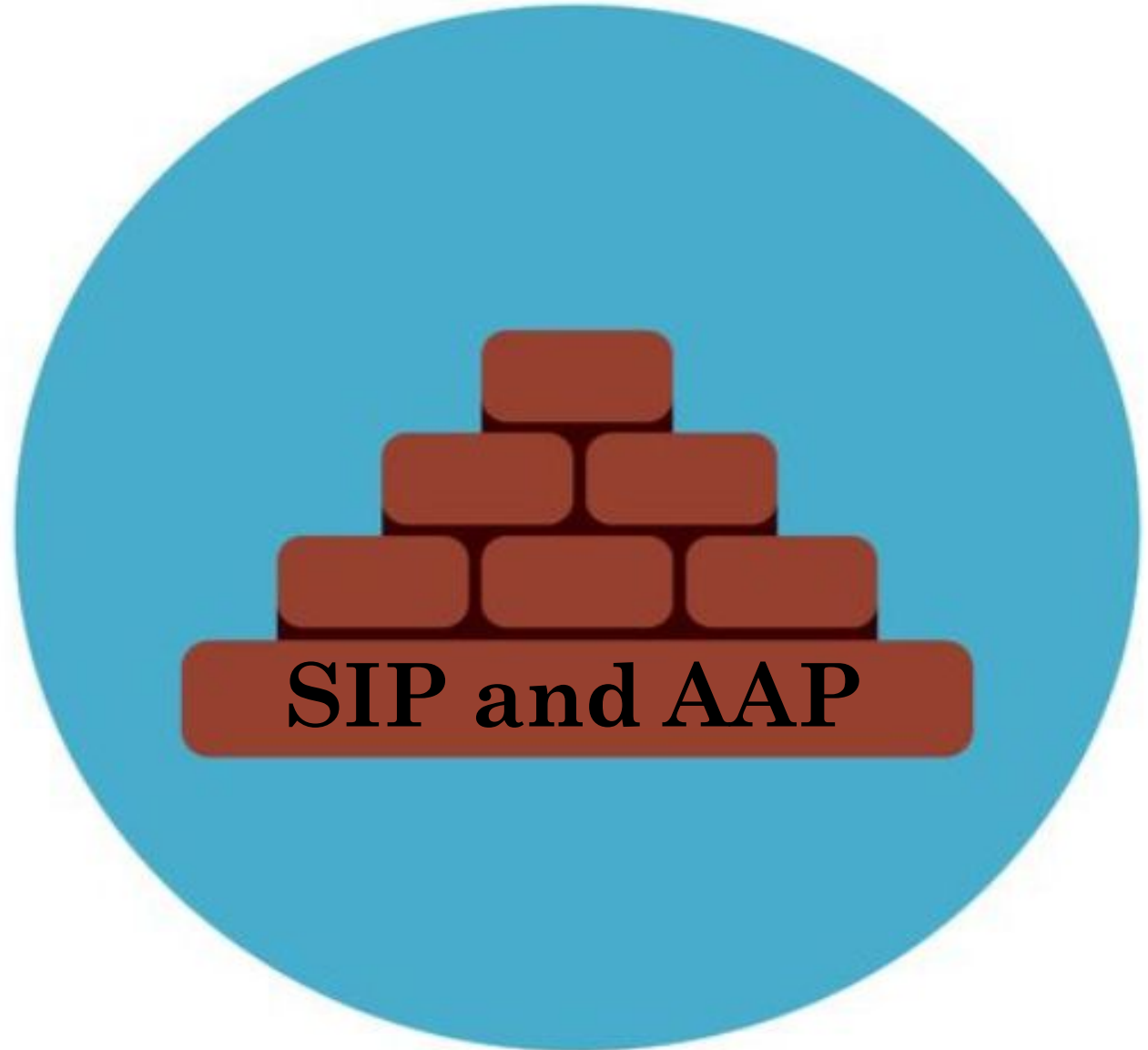


# How are the SIP and AAP developed?

- It begins with understanding the:
  - Achievement data of the school
  - Needs of teachers, staff and students
  - Needs of families
- To formulate a clear 3-year trajectory for the school
- BLT then take on the work for year one, as their AAP
- BLTs focus on:
  - Clearly identified and articulated goals in key areas
  - Clearly identified strategies to achieve goals (these should be relevant and coincide with effective strategies already in place, as possible)
  - Methods and commitments to progress monitor over the course of the year (not just in May or June)
- **Remember Macro and Microdata Conversations**

# The Foundation

- How often to we check on our foundation?
- Why do we check on the foundation of our homes? (under what conditions?)
- How important is a secure/firm foundation?



# AAP: Goals and Strategies, make them real!

- What connections can be made between the work already in place and the AAP goals and strategies?
- The SIP/AAP should not be stand-alone from the initiatives the school is learning about, working on and finding success in.
- WARNING! Do not use the SIP/AAP as a document of compliance to justify or memorialize practices, goals and strategies that are not resulting in positive outcomes for kids. IF you have practices and strategies that are working (via data) then those ARE your AAP goals and strategies.
- Again, be cautious of using the AAP process to satisfy a requirement that is not authentic or meaningful.

# What is the role of the BLT in the SIP/AAP?

- In addition to playing a key role in drafting the plans, the BLT is the body that monitoring implementation, but more importantly, the IMPACT of the strategies outlined
- The BLT instructional walks are aligned to the strategies that are outlined by the AAP that the school is committing to
- The BLT plans and delivers necessary PD to support adult learning in order to execute the strategies named in the AAP
- The BLT supports the school in rallying around a specific set of goals and strategies and monitors implementation *and* IMPACT

1. STARTING PLACE	2. GOALS	3. STRATEGIES	4. RATIONALE
Our <b>school data</b> shows that we are currently “here”, in terms of our current strengths and areas for growth (be specific):	Over a <b>three-year trajectory</b> , our goals for our students are (be specific):	The strategies we intend to use to achieve our three-year goals are (be specific):	The rationale for <i>these specific</i> goals and strategies are:
Math	Math	Math	Math
Literacy	Literacy	Literacy	Literacy
MTSS	MTSS	MTSS	MTSS
Use of Standards	Use of Standards	Use of Standards	Use of Standards
SEL	SEL	SEL	SEL
Other	Other	Other	Other

1. Goals	2. Strategies	3. RATIONALE
Based on our <b>school's SIP data</b> and <b>3-year trajectory</b> , our school's goals for <b>THIS YEAR</b> are: (be specific)	Our school's teaching and learning strategies that will result in the attainment of our goals <b>THIS YEAR</b> are: (be specific)	Our rationale for using <i>these</i> goals and strategies to realize our <b>one-year goals</b> and to stay on track with our 3- year trajectory are:
Math	Math	Math
Literacy	Literacy	Literacy
MTSS	MTSS	MTSS
Use of Standards	Use of Standards	Use of Standards
SEL	SEL	SEL
Other	Other	Other

# Next Step: Reflect on your School

- Where your school and your BLT with the *process* and *product* of the SIP and AAP.
- What steps are next for your school?
- What do you still need to learn?
- Where do you feel you have a reasonable understanding?
- What part of the project excites and motivates you about improvement planning?

# Consider New Learning Needs & Teacher Goals (BLT)

- Remember, the purpose the BLT is to support and rally the school around the goals and strategies (and necessary PD) named in the AAP
- Be thinking about how your learning walks in the coming year will be founded in the AAP work
- Be realistic about what staff needs are relative to the AAP goals and strategies (and relentless)



# Consider how you will Monitor Progress

- More to come in May, but be considering how the goals will be monitored over the course of the year
- Go beyond monitoring implementation to include impact
- [2022-2023 Plan for Progress Monitoring](#)

# Progress Monitoring: 22-23 (for 23-24)

- All good plans are monitored for:
  - Implementation
  - Impact
- We will FORMALLY monitor progress 2023-2024 [Plan for Progress Monitoring](#)
- However, monitoring should take place this in 22-23 as well.

# Resource Allocation Meeting (RAM): 22-23 (for 23-24)



# Resources

- [UW DL2 Central Office Transformation](#)
- [Learningsciences.com](#)
- [PDK. Professional Journal](#)