

Tool 3e: SIP Template

Purpose

The [School Improvement Plan \(SIP\) Template](#) is the file your school is required to use to draft, refine, and complete your SIP. It provides information and resources your school can use when completing your SIP, and it also provides information about crafting information that contributes to your School Profile. This tool has parts that are *optional* and that are required.

NEW FOR 2018-19:

- Schools are encouraged to use the current Thriving Schools Rubric informally to inform their draft SIP. Once a formal data collection tool is released in August, schools will be required to fill out the Thriving Schools Rubric when they submit their final SIPs in September.
- Schools do not need to complete every box of the Theory of Action (e.g., challenging and well-rounded). The Theory of Action must reflect the school's goals and focus areas – whatever those may be.
- The SIP this year is a bridge SIP connecting previous versions of the SIP with the future Strategic Framework and future SIP template. This means that there are modified goals/metrics in the SIP and there are fewer requirements when filling out the SIP.
- Schools may fill out the SIP in its entirety if desired, but schools must complete at least the minimum requirements, which include the Introduction, Metrics, Strategies, and Quarterly Planning & Progress Monitoring tabs, along with creating a plan for professional learning (see below).
- The Goals tab has been renamed to the Metrics tab.
- Schools must set a goal for each metric for “All Students” and for two focus groups.
- Schools can select as few as one strategy per area to focus on, which is strongly encouraged.
- Schools do not have to complete the Professional Learning Plan tab if you develop a professional learning plan in another format and share it with relevant stakeholders such as the Chiefs of Schools and School Improvement Partners. Schools' professional learning plans should still be uploaded to the SIP folder if schools choose to not use the Professional Learning Plan tab of the SIP.
- *Filling out the Assessment Calendar tab is optional, not required.*

When to Use

Use this tool as you work on your SIP in June. SBLTs will begin drafting their SIP in June, with a draft of the SIP and Theory of Action due on June 25. Schools will continue to finalize their SIP until approved no later than September 14.

How to Use

1. Prior to starting the work of writing your school's SIP, your SBLT will want to review the [SIP Process Flowchart](#), previous [SIPs](#), the [End of the Year Reflection Tool](#) as well as any self-assessment forms completed in previous years (e.g., [Thriving Schools Rubric](#), [SBLT Self-Assessment](#), Teacher Team Self-Assessment, Multi-Tiered System of Supports (MTSS) Self-Reflection, Instructional Practice Tool, local school walk-through data, Student Services Team Meeting Self-Assessment).

NEW FOR 2018-19: Schools are encouraged to use the current Thriving Schools Rubric informally to inform their draft SIP. Once a formal data collection tool is released in August, schools will be required to fill out the Thriving Schools Rubric when they submit their final SIPs in September.

2. Prepare and discuss data to inform your work on the SIP. Useful resources include the MMSD Data Dashboard SIP Planning Profile and the MMSD Data Dashboard SIP Goals Report, available at dashboard.mmsd.org. You can find these resources on the dashboard in the Reports tab under the SIP header. These resources typically are available around the end of June. Using [Tool 4d: Essential Questions for a High-Quality Data Overview](#), your SBLT's Data Point Person can create a data overview that covers key SIP-related measures.

3. Complete your school's [SIP Theory of Action](#). The [SIP Theory of Action](#) can help guide your thinking as you prepare to complete the [SIP Template](#).
4. Plan the collaborative process you will use to complete your SIP. SIP documents should be saved to a folder on your Google Drive and shared with your SBLT members, School Improvement Partner, and Chief of Schools. Schools will need to document their staff feedback/input as well as the venues they will use to engage parents – while there is no required document for this, it will come up during the final SIP approval meetings.
5. Plan for staff, parent, and community input during the SIP development process. Visit mmsd.org/face to download supporting materials from Family, Youth & Community Engagement.
6. Make a local copy of the appropriate [SIP Template](#) for your school, available via Google sheets at mmsd.org/sblttoolkit. Click the link for the Google Sheet and you will be prompted to save a local copy to your Google Drive. There are separate templates available for elementary, middle, and high schools. When completing the [SIP Template](#), you should navigate through each tab starting from the far left side. An explanation of each section of the SIP is provided in the “Using the SIP Template” section on page 2 of this document.
7. When you have completed all of the sections of the SIP, notify your Chief of Schools and School Improvement Partner, and make sure that you have shared the relevant files with them.

Using the SIP Template

The **SIP Template** consists of six worksheets that are collected within a single Google Sheet. The following provides an overview of each area of the SIP.

Note that the SIP can be changed or updated internally as necessary to allow schools the flexibility to be responsive to their school's current context. Conversations around equity are also an important part of drafting and finalizing the SIP.

For some sections within the [SIP Template](#), there are instructions and guidance embedded in the document. To access, look for the small black triangle in the upper right hand corner of a cell. When you hover your cursor over this triangle, instructions will appear.

[illegible]

NEW FOR 2018-19: The Goals tab has been re-named to the Metrics tab.

NEW FOR 2018-19: Schools may fill out the SIP in its entirety if desired, but all schools must complete at least the minimum requirements outlined below:

1. Completing the Introduction tab
2. Completing the Metrics tab
3. Completing the Strategies tab, *but schools may select as few as one strategy per area*
4. Completing the Quarterly Planning & Progress Monitoring tab
5. Completing the Professional Learning Plan tab if your professional learning plan is not available in a different format

Introduction

On this tab, which schools are required to fill out in full, enter your school's name and principal's name. Your school's name will auto-populate through the rest of the tabs. Then, enter the names of your SBLT members, their role on the SBLT, and their role in the school (e.g., 3rd grade teacher, social worker, principal). For more information as to designating SBLT roles and responsibilities, see [Tool 1a: Defining Roles and Responsibilities](#) in the SBLT Toolkit (mmsd.org/sblttoolkit).

NEW FOR 2018-19: Schools should make every effort for their SBLTs to be representative of their student body.

NEW FOR 2018-19: High schools have the option of asking students to sit on the SBLT.

Beneath SBLT Membership, SBLTs should select a focus area, which could be selected based on their self-assessment scores. A dropdown is provided for SBLTs to indicate which part of the self-assessment they would like to focus on for the year.

At the bottom of the cover page is a space for schools to provide an introduction to their SIP. This introduction serves the dual purpose of setting the context for your SIP and providing information for the **School Profile** released in conjunction with the district's Annual Report. Enter the information as described for each box, adhering to word limits. Because this information will be used directly in your **School Profile**, which our community uses to learn about each school in the district, please pay careful attention to this text and proofread. This information needs to be final when submitting the draft SIP. There will not be another opportunity to edit the information going into the **School Profile**.

This year, the SBLT will focus on: Select Goal	
Use the boxes below to provide an introduction to your SIP. This introduction also will be used to populate your School Profile (to be posted online after your draft SIP is submitted in June). Be sure to note your school's key strengths, progress made during the prior year, areas for continued growth for the next year, and connection between your school's work and the district's vision for MMSD graduates. The text provided in the final box is an example; you may modify it for your school or leave it as-is.	
Introduction to your SIP/ School Profile (approximately 100 words)	
Equity Vision Statement (approximately 50 words)	
Your School's Key Strengths (approximately 50 words)	
Progress Made During Prior Year (approximately 50 words)	
Areas of Continued Growth for Upcoming Year (approximately 50 words)	
Connection Between School's Work and District's Vision for MMSD Graduates (approximately 50 words)	Our school supports MMSD's vision that all students acquire the skills and abilities needed to be successful, including a mastery of content areas, growth mindset, self-knowledge, creativity, wellness, interpersonal skills, confidence, cultural competence, and community connection. Through these skills and abilities, our students will graduate college, career, and community ready.

More information about the School Profile:

- Provides an overview of the school's priorities and progress – it includes narrative developed by the school along with demographic and SIP data provided by the district
 - Basic information about the school, including enrollment, demographics, and previous progress on SIP measures, will be created by the Research & Program Evaluation Office
- SBLTs should proofread and be careful to follow the word limits delineated in the Introduction tab – the FINAL School Profile is due with your DRAFT SIP on JUNE 25, and the School Profile will be released in late summer**

Metrics

The Metrics tab has replaced the Goals tab. Use the required Metrics tab to set goals for your school on the district-wide measures of progress. The Goals and Measures outlined on the Metrics tab correspond to district-wide student goals aligned to the Strategic Framework.

NEW FOR 2018-19: There is a new set of measures in the SIP that bridges previous versions of the SIP with the future Strategic Framework and future SIP. Schools must set a goal for each measure included, and they must fill out goals for all students and for two different focus groups for each measure.

School Improvement Goals		2018-19		Enter School Name on Introduction Tab	
Hover over this box to see Instructions for this area					
Metrics					
Measure	Group	Baseline	Goal	Percentage Point Increase	Rationale (optional)
PALS 1-2: Percent of Students Meeting Spring Summed Score Benchmark	All Students			0%	
	Select Focus Group			0%	
	Select Focus Group			0%	
MAP 3-5 Reading: Percent of Students at Spring Proficiency	All Students			0%	
	Select Focus Group			0%	
	Select Focus Group			0%	
MAP 3-5 Math: Percent of Students at Spring Proficiency	All Students			0%	
	Select Focus Group			0%	
	Select Focus Group			0%	
Climate Survey Power Question: I feel I belong at this school.	All Students			0%	
	Select Focus Group			0%	
	Select Focus Group			0%	

Use the SIP Goals Report and SIP Planning Profile (available on the [MMSD Data Dashboard](#) in the Reports tab) to determine the specific goals and focus groups for your SIP. The SIP Goals Report shows your school's baseline performance from the prior year, a suggested goal for next year based on the district's goal-setting methodology, and the percent change.

The following populations are used to calculate SIP goals:

- For all schools, there will be a minimum number of days a student must attend your school to count towards your SIP goals. The minimum threshold is 45 days of enrollment at the school, which do not need to be continuous. In other words, students who are enrolled at your school at the end of the year but were not enrolled for at least 45 days during the prior school year will not be counted towards your school improvement goals.

Goals should be decided using SMART (Specific, Measurable, Action-oriented and Attainable, Realistic, and Timely) criteria. While a suggested goal for the upcoming year is outlined on the SIP Goals Report, your SBLT can choose a school goal percentage that is higher or lower than this goal, provided it still represents improvement.

There are no guidelines for what you should enter as your Rationale for each goal. For example, a school might explain that they chose a certain focus group because that group is the lowest-performing group in the school or because the school has developed new strategies for reaching that group. A school also may decide that the district recommended goal for a measure was too high or low considering the school's context and explain why they chose something different. The Rationale box is flexible and a variety of approaches are appropriate. The focus groups and goals selected should tie to the strategies outlined in the focus areas of the SIP; in other words, if you successfully implement the focus area strategies, you would expect to achieve your overall and focus group goals.

Climate Survey data will be used when setting goals around Strategic Framework Goal #3. Schools must all focus on the student responses to the climate survey power question "I feel that I belong at this school." The numbers presented represent the percent of positive responses within the selected dimension for the selected surveyed group. For example, if a school has a baseline of 55% for student responses to that question, then 55% of student responses to that particular question were either positive or very positive.

Questions on the Climate Survey were purposefully selected to align to MMSD's Strategic Framework, Great Teaching Matters Framework, and the Thriving Schools Rubric, as well as materials in the Teacher Team Toolkit. Data from Climate Survey questions can be used as a measurement for multiple priorities and goals within your school's SIP.

Strategies

While schools are required to fill out this tab, *they may choose to select only one strategy per area to focus on.* There are seven focus areas for which schools will determine strategies and targets: Content (Literacy), Content (Math), Instructional Practice, Challenging & Well-Rounded Participation, School Structure, School Culture & Climate, and Family Engagement.

NEW FOR 2018-19: While schools must fill out the Strategies tab, *they can select as few as one strategy per area to focus on, which is strongly encouraged.*

Strategies 2018-19				Enter School Name on Introduction Tab	
On this sheet, you will enter your school's strategies for the year for each of the SIP focus areas.					
Content Focus Area: Literacy					
Strategy	Strategy Group	Lead Owner	End of Year Target	Hover over this box to see instructions for this area Evidence of Implementation	Evidence of Success
	Select Focus Group				
	Select Focus Group				
	Select Focus Group				
Content Focus Area: Math					
Strategy	Strategy Group	Lead Owner	End of Year Target	Hover over this box to see instructions for this area Evidence of Implementation	Evidence of Success
	Select Focus Group				
	Select Focus Group				
	Select Focus Group				
Instructional Practice Focus Area					
Strategy	Strategy Group	Lead Owner	End of Year Target	Hover over this box to see instructions for this area Evidence of Implementation	Evidence of Success
	Select Focus Group				
	Select Focus Group				
	Select Focus Group				
School Structure Focus Area					
Strategy	Strategy Group	Lead Owner	End of Year Target	Hover over this box to see instructions for this area Evidence of Implementation	Evidence of Success
	Select Focus Group				
	Select Focus Group				
	Select Focus Group				

Within each focus area, *choose a strategy* you believe are high leverage for your school. Keep in mind to select only high impact strategies – *you are not required to select three strategies for each area.* Also contemplate feasibility and payoff when selecting the strategies. Consider the balance between breadth and depth. Below are some suggestions for each area:

Content

The **Content** focus area encompasses Literacy and Math. All schools are required to complete the section that applies to Literacy. Schools should consider strategies that align to expectations of the updated [3-year curriculum](#) plan and focus standards. K-5 and 6-8 intensive-support schools may want to consider aligning the content focus to that of the focus for the intensive-support professional learning series. For K-5, there will be a continued focus of the reading process with targeted whole-group and guided reading instruction. For 6-8, there will be a focus on the reading process with targeted focus on academic language supports. Schools are encouraged, but not required, to develop one or more strategies for math depending on the needs they identify in their SIP planning process. Consider strategies that support the Standards for Mathematical Practice, differentiation strategies to make the mathematics more accessible to all students, and the use of questioning techniques. AVID Schools may want to consider the AVID Schoolwide strategies and intentionally leveraging strategies within your school's AVID Site Plan and supported by your AVID Site Team. Use the resources at mmsd.org/resources to support your work on this section.

Instructional Practice

The **Instructional Practice** focus area should align to the [Strategic Framework](#) (e.g., essential instructional practices such as gradual release of responsibility, culturally and linguistically responsive practices, and students' use of academic language). Schools should use the [Teacher Team Toolkit](#) and the instructional practices resources for guidelines and resources to support instruction within the Great Teaching Matters Framework. Schools should consider how supporting students to reflect on their growth towards the Graduate Vision in classrooms (Academic and Career Planning) might support instructional practice and connect to [CLRP](#) (develop Self-Efficacy) and gradual release of responsibility (reflection). High schools may want consider Pathways instructional supports: integrated projects, high-quality experiential learning, common planning time, special education and ESL supports in the pathways model.

Challenging & Well-Rounded Participation

For **Challenging & Well-Rounded Participation**, describe strategies your school will use to improve students' access to a challenging and well-rounded curriculum. Schools should consider strategies that improve access to World Language, Arts Education, and advanced coursework for all learners in their schools. To inform school planning in these areas, schools can access SIP resources for [World Language](#) and [Arts Education](#). High schools may want to consider supports for high-quality implementation of the Earned Honors opportunities.

School Structure

The **School Structure** focus area should align to the [Strategic Framework](#), the [Great Teaching Matters Framework](#), and available toolkits (e.g., [SBLT](#), [Teacher Team](#), [Intervention](#)). These resources will help develop a high-functioning SBLT, better teacher teaming practices, and better implementation of a [MTSS](#). High schools may wish to directly call out common planning and teacher teaming in the Pathways model.

School Culture & Climate

For the **School Culture & Climate** focus area, consider how your school creates an environment and a system that allows every student to experience academic, social, and behavioral growth within an [MTSS framework](#). Schools are encouraged to examine their data from the Benchmarks of Quality and Self-Assessment Survey and focus on classroom practices, behavior response systems, and/or or restorative practices that will build the infrastructure needed to continue their implementation of the Behavior Education Plan. More resources to inform planning in this area are available through the [Behavior Education Plan website](#).

IMPORTANT: While elementary schools do not have a specific SIP goal for Challenging & Well-Rounded Participation, if you are part of an elementary school, you are encouraged to generate at least one strategy for your students that will support increasing access and decreasing gaps in opportunities to participate in World Languages, Arts Education, or extra-curricular experiences. Some ideas for doing this include:

- conducting research around best practice in elementary World Language programming
- planning to offer elementary language programs either during the school day or after school
- engaging in integrated global learning
- increasing awareness and understanding of the Global Education Achievement certificate and the MMSD Seal of Biliteracy
- celebrating language diversity through school and community events
- using data from the Arts Rich Schools Continuum rubric to inform planning
- bringing in guest teaching artists to support learning in additional art forms

- engaging parents and families through the arts
- supporting teachers in attending arts-based professional development
- increasing the amount of participation and access data collected by the school around arts education
- increasing access to arts-based programming during the day or after school

Family Engagement

For **Family Engagement**, describe strategies your school will take to improve family and community engagement. To inform work on this tab, schools should review MMSD's Family, Youth, and Community Engagement (FYCE) Standards, available at mmsd.org/face. To determine the priorities for your school's Family, Youth & Community Engagement work, use the FYCE self-assessment at mmsd.org/face. Also consider how schools provide families resources to support their student's academic success, future planning, and growth towards the Graduate Vision; as well as connections to Academic and Career Planning (ACP) lessons occurring in schools and extension activities parents/guardians may want to engage in to support this work. Specific strategies for family engagement for Pathways students should also be considered.

Schools are encouraged to select at least one strategy in Family, Youth & Community Engagement that will strengthen parent/teacher conferences this year. Parent/teacher conferences and Parent University to support engagement around foundational early literacy skills are closely associated with FYCE Standard #3: Supporting Student Success. Helpful actions to complete might be in support of improved Infinite Campus usage, professional learning opportunities with your staff that foster families as partners, two-way communication with families, and/or a specific target group of students and their families that may need more attention for parent/teacher conferences. Schools are also encouraged to continue to focus on selecting an appropriate strategy connected to Standard #1: Welcoming All Families and Standard #2: Communicating Effectively. Use your climate survey data and/or parent surveys to help inform specific areas that may need attention this year. Standards #1 and #2 are the foundation for relationship building with families, so strategies around these two standards continue to be important. To review the standards and the key objectives of each standard, please go to mmsd.org/face.

If you are part of a Community School, please select 2-3 strategies for Family, Youth & Community Engagement that will support your implementation as a Community School. Community Schools are encouraged to select one goal from Standard #1: Welcoming Families, and your target for the year should link back to a dimension in your school climate but also help address economic barriers, language barriers, and accessibility to programming. Community Schools also are encouraged to select 1-2 goals connected to Standard #2: Communicating Effectively and to focus your efforts on surveying families, ensuring families have access to staff, removing language barriers, facilitating connections among families, and/or providing information on current issues. Your School Level Committee will be instrumental in helping to facilitate your implementation steps.

G Schools are encouraged to add how they will promote two-way communication through digital platforms (Bloomz, Remind, School Messenger, etc).

Once complete, read your strategies across as well as up and down to ensure that the strategies connect to overall goals.

Quarterly Planning and Progress Monitoring

The required Quarterly Planning and Progress Monitoring tab allows schools to lay out planned actions by quarter for each strategy specified in the Strategies tab. This tab also can be used on a quarterly basis to track progress, replacing the highlighter exercise used at past SBLT quarterly institutes. The Strategies and Lead Owners will auto-fill from the Strategies tab. Begin by adding the Actions to Complete by quarter. Then, use the

Status columns to select the status of the project at the end of each quarter and the Notes columns to add your comments about the status of the project, including strengths and challenges as relevant. If you wish, you can hide the columns for the quarters that are not current.

Note: this tab is for internal use only and will not be posted for the public, so we encourage you to be as honest and reflective as possible.

Professional Learning Plan

The optional Professional Learning tab provides schools with a year-at-a-glance format for coherent professional learning that aligns with and supports SIP goals. This part of the SIP asks schools to articulate the professional learning needed to support their SIP implementation with an explicit focus on aligning their professional learning opportunities to the goals and strategies outlined in their SIP.

Professional Learning Plan		2018-19		Enter School Name on Introduction Tab											
Hover over this box to see instructions for this area															
		Summer		Quarter 1 Learning Cycle		Quarter 2 Learning Cycle			Quarter 3 Learning Cycle						
		June-July	August	September	October	November	December	January	February	March	April				
SBLT: What are the high level SIP topics the SBLT will address?	SBLT Meeting Dates	Leadership Institute August 6-9				Leadership Institute November 14									
	Topic														
	Priorities/Learning Goals														
	Date to Review														
	Self-Assessment Date														
School-wide Professional Learning: What are the school objectives for whole staff learning?	School-wide PLO Days, Staff Meeting Dates	Last Day of School June 6, Testing & Learning Goals Workshop June 12-13		District-Wide PD Date: August 27-29		District-Wide PD Date: October 26		District-Wide PD Date: December 20		District-Wide PD Date: February 6		District-Wide PD Date: April 23			
	Topic														
	Priorities/Learning Goals														
	Date to Review														
	Self-Assessment Date														

NEW FOR 2018-19: You do not have to complete this tab if you develop a professional learning plan in another format and share it with relevant stakeholders such as the Chiefs of Schools and School Improvement Partners. Schools' professional learning plans should still be uploaded to the SIP folder if schools choose to not use the Professional Learning tab of the SIP.

When completing your school's professional learning plan, you will want to identify the audience and calendar of professional learning objectives according to the four broad strands of professional learning identified: SBLT, School-wide Professional Learning, Teacher Teaming, and Instructional Coaching.

- SBLT
 - Your SIP goals and focus areas are professional learning outcomes to reach at the end of a professional learning cycle (e.g., Quarter 1)
 - Backmap professional learning across the four professional learning strands to reach these goals and objectives
 - Consider what SBLT will need to learn and prepare in advance in order to lead and support this learning across the building (i.e., the other three strands of professional learning)
- School-wide Professional Learning
 - Determine the progression of learning for all staff to support SIP implementation
 - Consider how school-wide learning will align with other strands of professional learning
 - For intensive-support schools, consider how school-wide learning will align with the required intensive support professional learning facilitated by C&I Literacy Department to include the professional development followed by the learning labs and literacy walkthroughs
 - Note that there are multiple professional learning strategies or designs that could be used to engage staff in learning
- Teacher Teaming
 - Align the progression of learning and planning for teams to the school-wide professional learning
 - Consider time that may be necessary for team development
- Instructional Coaching
 - Align coaching to school-wide professional learning
 - Determine the targeted audience for coaching (e.g., individuals or teams)
 - Consider time for building collective understanding of the purpose of coaching

Additionally, the effectiveness of each strand of professional learning should be assessed by collecting and analyzing implementation data. Professional learning should be adjusted based on this analysis. Additionally, if you are a G School, consider how you will integrate digital learning and modeling in your professional learning strand. For consultation, support, or resources in developing your school's Professional Learning Plan, contact

your School Improvement Partner and/or the Department of Professional Learning and Leadership Development.

Below are some details to help the completion of the Professional Learning Plan tab:

- Topic refers to what will be discussed
- Priorities/Learning Goals should detail the hoped for outcomes of the PD
- Data to Review indicates what data will be reviewed at that session. Use the updated Data Sets & Teams to see when specific data will be available for review. Schools can also map out when other school teams will examine data specific to their team's purpose and expertise so that a coherent and systematic review process is in place

Typically, the SBLT reviews systems level data and will look at higher level academic and behavior data that are generated from assessments that fall in the summative and interim categories. SBLTs also will use the newly developed STAT systems on a quarterly basis in collaboration with Program Support Teachers and Central Office Staff to consider progress for targeted groups.

Note: this tab is for internal use only and will not be posted for the public, so we encourage you to be as honest and reflective as possible.

Assessment Calendar

The optional Assessment Calendar tab asks schools to outline plans for assessment administration and data review during the school year. An assessment system consists of multiple assessments that produce comprehensive, valid, and reliable information upon which important decisions can be made about students, schools, and districts within a school year and over multiple years. It is important to have an assessment system because no single assessment can tell us all that we need to know.

NEW FOR 2018-19: Filling out the Assessment Calendar tab is optional.

When getting started, you will note that district/state required assessments are pre-populated for you according to level. This will allow you to notice any gaps/overlaps in your current assessment system. Use the optional assessment link to determine which (if any) optional assessments your school might want to consider to address existing gaps. Please keep in mind that these assessments truly are optional, and a school should not feel compelled to administer optional assessments. By completing this section of the SIP, your school will have outlined its comprehensive assessment system for the year.

Assessment Calendar		2018-19		Enter School Name on Introduction Tab			
Hover over this box to see instructions for this area							
Elementary Schools - Assessment Plan							
		Fall		Winter		Spring	
		Required	Optional	Required	Optional	Required	Optional
Summative	Literacy					PALE 5 Grades 4-5 MAP Reading (Grades 3-5) Forward Exam ELA (Grades 3-5)	
	Math					MAP Math (Grades 3-5) Forward Exam Math (Grades 3-5) Forward Exam Science (Grades 4-5)	
	Science						
	Social Studies						
	Social Emotional/Behavioral						
Interim/Screening	Other			ACCESS for ELLS (K-5) or ELIAS Alternate ACCESS (Grades 3-5) (with alternate standards)		ACCESS for ELLS (K-5) or ELIAS Alternate ACCESS (Grades 3-5) (with alternate standards)	
	Literacy	PALE 5 Grades 4-5 MAP Reading (Grades 3-5)		Alternate (Grades 4-5) MAP Reading (Grades 3-5)			
	Math	MAP Math (Grades 3-5)					
	Science						
	Social Studies						
Formative/Assessment	Other						

When planning your school's assessment calendar, view the district's assessment calendar at mmsd.org/assessment to align your plans appropriately. Please also consider the Religious Holidays calendar available at mmsd.org/calendar in your planning.

Other Considerations

Additionally, schools may wish to address these other areas when developing their SIP strategies and implementation steps.

Multi-Tiered System of Supports: Features of [MTSS](https://mmsd.org/mtss) can be specifically addressed within your SIP, either as a strategy within a specific focus area or as an implementation step to address a focus area. Key components of MTSS fit well under Content and Instructional Practice as MTSS pertains to high quality core instruction and intervention. Additionally, MTSS can inform your School Culture & Climate and School Structure focus areas.

Digital Learning: Digital Learning: Your school may consider [digital strategy implementation](#) where appropriate in your SIP. G1-4 Schools may consider an explicit focus in conjunction with your digital implementation and learning vision.

AVID College Readiness System: The AVID College Readiness System may be included in your SIP as either a strategy within a specific focus area or as an implementation step to address a focus area. The AVID College Readiness System fits well within the Instructional Practice, School Culture & Climate, Family Engagement, as well as, Challenging & Well-Rounded Participation focus areas. We suggest you consider how to leverage AVID Strategies and the AVID Site Team in supporting your professional learning plan. Additionally, we recommend intentionally aligning AVID Schoolwide goals from the AVID Site Team Plan with your SIP and identifying specific roles for the AVID Site Team in supporting the SIP and the professional learning plan. [Click here to access the AVID Professional Development website](#), which has many resources to help support your SIP implementation.

Academic and Career Planning (ACP): [ACP](#) may fit with many categories of the SIP. In order to change instructional practice so that students more deeply see how what they are learning in classes supports them to grow towards the Graduate Vision and make progress towards future plans, we recommend including ACP in the SIP within Instructional Practice. Alternatively or additionally, we also recommend that ACP may live in the Family Engagement section of the SIP through how schools provide families resources to support their student's academic success, future planning, and growth towards the Graduate Vision. Schools will want to examine how to give their teachers the dedicated time and support to implement Academic and Career Planning.

Connections to MMSD's Graduate Vision: MMSD's [Graduate Vision](#) should be a core theme underscoring the entirety of the SIP. The vision for Madison's graduates covers not only mastery of content, but also the development and refinement of interpersonal skills, confidence, cultural competence, community connection, wellness, creativity, self-knowledge, and a growth mindset.

Pathways: [Personalized Pathways](#) may fit within multiple categories of your SIP. As we support staff and students in the quality implementation of pathways systems and supports, schools may want to consider how they are intentionally aligning their school's work to include support for these structures.

Mandatory Versus Flexible: SBLT Toolkit

Mandatory	Flexible
Schools must fill out the Introduction tab	<i>None</i>
Schools must fill out the Goals tab	<i>None</i>
Schools must fill out the Strategies tab	<i>Schools can select as few as one strategy per area, although each area must have a strategy</i>
Schools must fill out the Quarterly Planning and Progress Monitoring tab	<i>None</i>
Schools must have a Professional Learning Plan	<i>The Professional Learning Plan may be developed and completed outside of the SIP Template</i>
None	<i>Use of the Assessment Calendar is entirely optional</i>