

APPENDIX A: DOCUMENTING THE PLAN



The worksheets used throughout the PIM process help teams capture important information during the planning work, but they alone are not an effective vehicle for communicating the essentials of the plan. The team will need to create a cohesive document to present to teachers, parents, district staff, school committee members, and other stakeholders.

The Massachusetts Department of Education (MA DOE) does not require schools to use a specific template for the written plan that results from the PIM process. However, many schools have asked for guidance regarding the plan's structure and contents. The following describes one possible format schools may use, but any format is acceptable as long as it captures the essential information described below. Schools should first follow any instructions and/or templates for preparing the plan provided by their district. Also, keep in mind that the plan resulting from the PIM process may require additional components in order to meet all federal, state, and local expectations of a school improvement plan. (For more information, See "PIM and the school improvement plan" on page 3.)

The plan format described below has three components:

- Executive Summary
- Narrative

- Action Plans and Benchmarks

For the action plan and benchmark portion, teams may use the template in Word provided in this appendix, the PIM Access Database or another template of their choice.

The executive summary

The Executive Summary is a brief (1-2 paragraphs) holistic description of the essential parts of the plan. It describes the most important discoveries the school has made, and the most essential changes the school has planned.

IMPORTANT: Although it precedes the written plan, the Executive Summary should be the last component of the plan to be written.

The narrative

More detailed than the Executive Summary, the Narrative provides the reader with relevant background information about the school, the planning process, and the critical decisions the school has made. While writing the narrative, the team should consult the rationale boxes on worksheets in each step for information describing the team's major decisions and why they were made.

A complete Narrative includes:

- 1. Background information the reader should know about the school in order to better understand the decisions the planning team made and why**
- 2. Pertinent demographic and student achievement data, including which subgroups were targeted in the plan, why they were chosen, and the goals that were set for each. Include the chart from [Worksheet 2-A \(Student performance goal spreadsheet\)](#) entitled “Projected Annual Distribution of Student Performance”.**
- 3. A summary of the plan to improve student achievement in all content areas, including as applicable:**
 - The most significant causes of low student performance for all students and the major approaches the school will use to address them.
 - The relationship between the strategies the school will implement for all students and strategies targeting subgroups.
- 4. Summaries of the plans to improve student achievement in English language arts and math, including as applicable:**
 - The most important causes of low student achievement in the content area and the approaches the school will use to address them.
 - The data sources the team analyzed to determine weaknesses in students’ skills and knowledge and the resulting student learning objectives.
 - The causes of and the approaches to addressing the weaknesses described in the student learning objectives.

- A similar description of the plan to meet the needs of targeted subgroups in the content area.

5. The challenges the school expects to face in implementing the plan, and the resources the district will provide to help it overcome these challenges

Table A.1: Sample school information

School Information			
Grades served:			
Title I Status:			
Accountability Status:			
Name of core English language arts program:		Name of core mathematics program:	
Time allocated to English language arts instruction (per day and per week):		Time allocated to Mathematics instruction (per day and per week):	
Number of English language arts teachers:		Number of Mathematics teachers:	

Table A.2: Sample student demographic information

Student Demographic Information					
	#	%		#	%
All students			Not Special Education or LEP		
Limited English Proficient (LEP)			Low Income		
Not LEP			Not Low Income		

Table A.2: Sample student demographic information

Formerly LEP			African-American/Black		
First Language English			Asian or Pacific Islander		
First Language Not English			Hispanic		
Special Education			Native American		
Not Special Education			White		

Action plans and Benchmarks



If the team uses the School Improvement Plan Template provided in the Handbook, and/or the PIM Access Database, it will begin entering causes and improvement objectives in Step 5 and adding to the action plans and benchmarks in the subsequent steps.

Each action plan should serve as a “how-to” guide for implementing and benchmarking one or more improvement objectives. The action plan should present to teachers and other school staff a clear picture of their roles in accomplishing the improvement objective.

Likewise, the benchmarks should communicate to school staff:

- the expected changes in classroom instruction,
- the changes expected in students’ skills, knowledge and behavior, and
- how these changes will be measured.

