

School Improvement 2010

**South Dakota
Department of Education**

Dr. Diane R. Lowery

Topics

- SI Requirements
- CNA/Data Retreat (4 lenses)
- Plan Components
- Plan Components
- 10% PD
- Mentoring
- Program/plan evaluation
- NCA process
- SST
- Future Live Meetings



No Child Left Behind

- Law or statute
- Regulation
 - Both law and regulations legally binding
- Guidance
 - Non-regulatory

(All can be found at <http://www.ed.gov/policy/landing.jhtml?src=rt>)

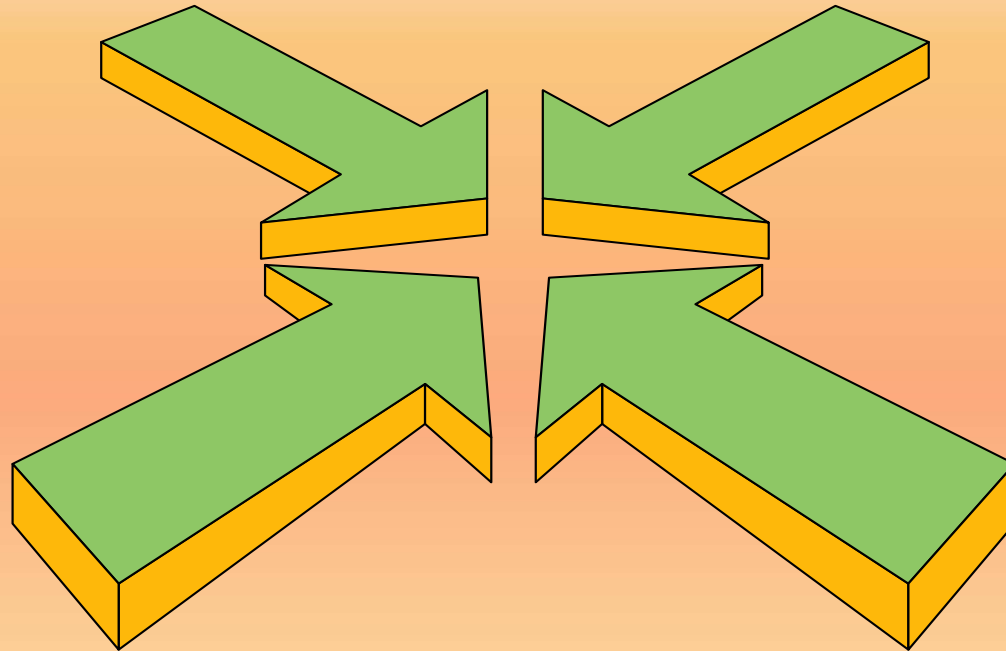
Find the Legislation, Regulations and Policy Guidance on the left hand column under Elementary and Secondary Education

Accountability

Title I State Accountability Plan

- **Title I State Accountability Plan**
- [2010 Approved Accountability Workbook](#)
- [SD Cover Letter 2010](#)
- [ED Approval Letter 2010](#)

Requirements of School Improvement



State Accountability System

- Sanctions and Rewards to be applied to all public schools and districts.
- Element 1.6 in accountability workbook
- **All public schools , State Requirements**
- School Improvement Level 1 – Fail to meet AYP two years in a row
- Develop & implement 2-year school improvement plan, participate in a peer review of the plan, plan approved by the SEA.

All Public Schools

- Conduct Data Analysis
- Develop a school improvement plan
- Participate in the Peer Review of the school improvement plans
- Submit plan to SST (Title I only)
- Submit to LEA for approval
- Submit plan to DOE for final approval
- Implement plan

All Public Schools

- Level 2 – Fail to meet AYP one additional year
- Evaluate the implementation and effectiveness of the plan and continue implementation of school improvement plan.
- Level 3 – Fail to meet AYP one additional year
- Evaluate the implementation and effectiveness of the plan, revise as necessary, and continue implementation of a 2-year school improvement plan.

All Public Schools

- Level 4 – Fail to meet one additional year
- District will conduct a school audit, inform SEA of recommendations. School evaluates and continues implementation of the school improvement plan.
- Level 5 – Fail to meet AYP one additional year
- Implement recommendations of audit, district monitors implementation.

School and District Audits

- Audit
 - Must use District Audit Tool as published by CCSSO
 - Results of audit become part of the CNA
 - Conducted early in the fall
 - Recommend Title I schools in Level 3 conduct the audit in the spring of the level 3 year so as to jump start the restructuring planning process if the school fails to make AYP and moves into level 4.

SCHOOL AND DISTRICT AUDITS

Title I School Improvement



School Improvement

- 1st year no AYP = Alert
- 2nd consecutive year - no AYP = school improvement level 1
- 3rd year no AYP = level 2
- 4th year no AYP = level 3
- 5th year no AYP = level 4
- 6th year no AYP = level 5

New Title I Schools

- Element 1.6 accountability workbook
- At the time in which a non-Title I school that is in school improvement (having failed to make AYP for two consecutive years) begins participation in a Title I program, that school will enter Title I sanctions at Level 1, school choice, and proceed upward through the Title I sanctions if the school continues to fail to make AYP in subsequent years.

Title I School Sanctions

- Level 1 -- Public School Choice & 10% set aside for PD
- Level 2 -- Supplemental Services & 10 % set aside for PD
- Level 3 – Corrective Action
 - replace school staff,
 - new curriculum,
 - decrease management authority,
 - appoint outside experts to advise the school,
 - extend school year or day,
 - or restructure internal organization of the school.

Title I School Sanctions

- Level 4 – Plan to Restructure
 - Reopen school as a public charter school
 - Replace all or most of school staff, including the principal
 - Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school
 - State takeover
 - Any other major restructuring of the school's governance arrangement.
- Level 5 – Restructuring (Alternative Governance)

Steps in the School Improvement Process



Where do we begin?

1. Parent Notification
2. Develop Team
3. Data Analysis
4. Determine goals and objectives
5. Investigate and choose strategies
6. Write school improvement plan
7. Submit plan to SST (Title I), LEA, & DOE for approval
8. Implement plan

Resources for Process

- School Improvement Guide
- School Improvement Manual
- Data Base Decision Making
 - <http://www.ael.org/dbdm/>
 - Steps
- Schoolwide Planning Guidance
- School Improvement Guidance

eTemplate

- Format similar to questions in egrant
 - Question
 - Blue italicized text
 - Answer question including all information required as indicated by blue text
- Completion of all question will ensure that all requirements as listed in the Criteria Checklist are addressed
- Voluntary

Improvement Plan

- Plan Components
- Criteria Checklist
- School Improvement Requirements
Table of Contents
- Schoolwide Requirements Table of
Contents

Improvement Plan Components

- Plan Development
- Comprehensive Needs Assessment
- Goals, Objectives, Strategies
- Instruction by highly qualified teachers
- Professional Development
- Parental Involvement and Education
- Transition Plans
- Monitoring and Support
- Fiscal Requirement
- Ongoing Program Development

Plan Development

- Involve parents and community members as well as teachers and administrators who will be carrying out the plan

Plan Development

- Planning Team – minimum requirements
 - District School Improvement Coordinator
 - School principal
 - Classroom teachers (one from each grade span if possible such as K-2 and 3-5)
 - Title I teacher (if a targeted assisted program)
 - Special Education teacher
 - Parent
 - One outside participant (SST required for Title I schools)

Plan Development

- Documentation
- Technical Assistance received
- School Profile
- Mission and Vision Statements
- History of Improvement Plan
- Reviewed, at least annually, and revised as necessary
- Available to LEA, parents, and the public

CONSIDER

- Active leadership team, timeline and defined role
- Team with representation of all parties with vested interest
- Parents -- not employed by the district
- Written plan for development and implementation
- Mission, vision, and philosophy
- State that plan is annually reviewed and give timeframe

Comprehensive Needs Assessment (CNA)

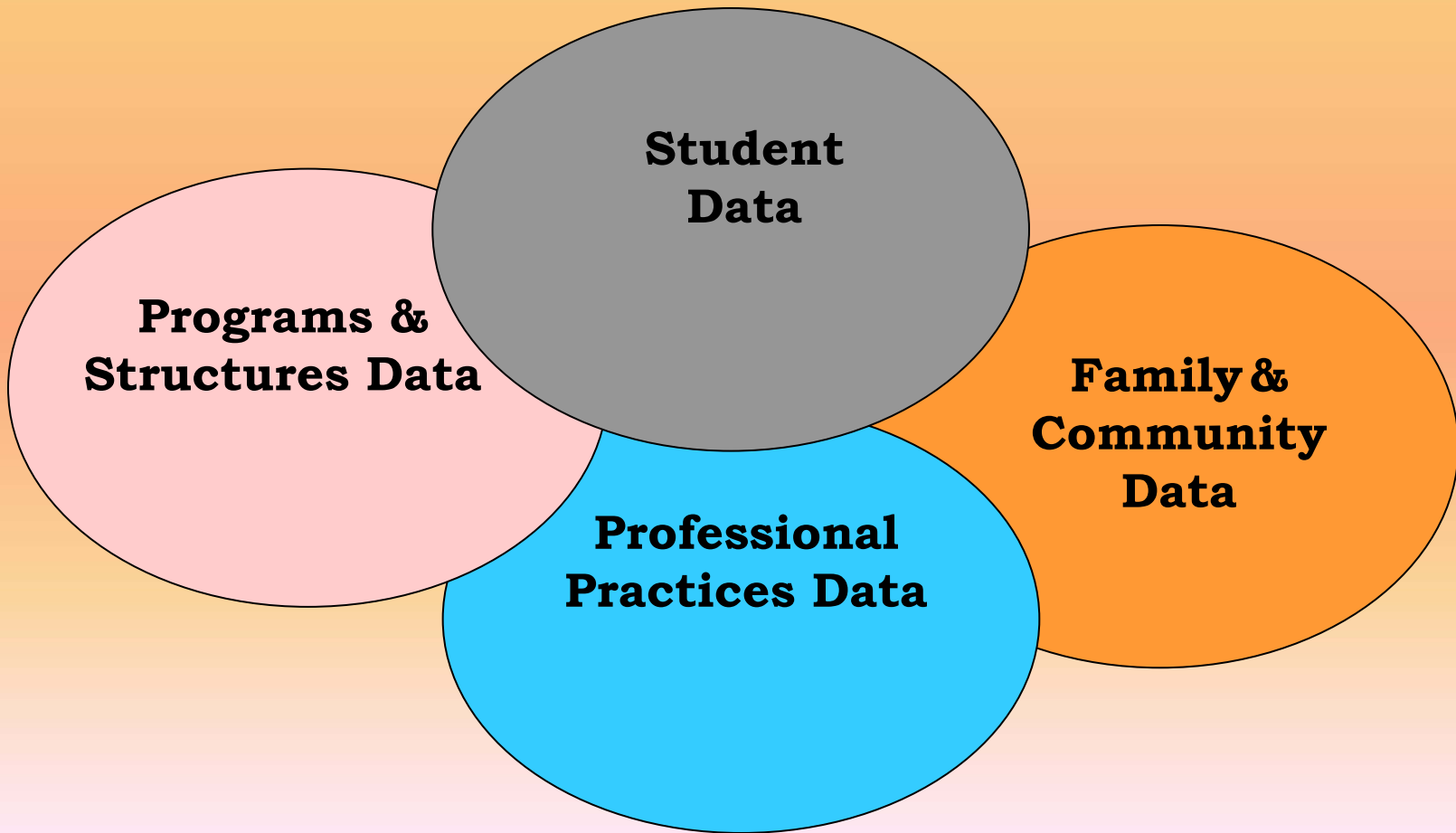
- Data Analysis
 - Data Retreat – 4 Lenses
 - Modules appropriate for the school
 - Minimum reading and math modules for schoolwide plans and plans used for accreditation purposes
 - Both state and local assessments
- Outside Participation (facilitation or team member)

Each school in improvement must conduct a data retreat as soon as possible. Results of the data analysis must be used to develop or evaluate and revise the school improvement plan. ESA staff are available to help with that process, although schools will have to pay for the services. Title I funds can be used to pay for the data retreat for Title I schools only. Keep in mind that if the district uses Title I funds for a data retreat for Title I schools but uses district funds for the non-Title I schools, a supplant situation comes into play. However, it would be ok to use other federal funds such as REAP or Title II A are used to fund the data retreat for the non-Title I schools.

Data Collection



In successful schools, a thorough look at data guides decisions.



Data Analysis Modules

- Literacy Module
- Math & Science Module
- Safe & Healthy Schools Module
- High School Module
- Special Education Module
- Early Learning Module
- English Language Learning Module

Data Retreats

| Data Analysis | Timeframe |
|-------------------------------|---|
| School / District Improvement | By October 1st |
| Schoolwide | By December 1st |
| Alert schools / districts | Open |
| District – Consolidated App | By Spring Full analysis Fall, recap spring |

CONSIDER

- Data retreat is only the beginning of the CNA,; the results of the CNA must be summarized and analyzed
- Where have you been, where are you now, where and how do you want to proceed?
- Must address the areas that put school into improvement.

CONSIDER

- Include assessments beyond the DSTEP
 - DIBELS, district benchmark
- Include qualitative data – surveys, perceptions
- Include information about the entire school
 - All grades
 - Preschool
 - All subgroups

Goals, Objectives, and Strategies

- Goals – broad statements, generally tied to content area or academic indicators
 - Based upon identified needs
- Objectives – more specific to grade levels, student populations
- Strategies – SBR , designed to help reach the goals and objectives

Goals and Objectives

- Goals
 - Broad Statements
 - Content, topic
 - General, across schools, grade spans, subgroups
- Objectives
 - Specific, : school, grade span, subgroups
 - Measurable

Putting Together an Objective Statement

Objective:

(action verb)

(object)

so that

(which & how many students)

will demonstrate

(level of quality)

(performance or behavior)

as evidenced by

(measurement device)

(by when)

Objective

To improve

reading achievement K-5

so that

43% of 3rd-5th grade students

will demonstrate

proficient or advanced levels

on grade level reading content standards

as evidenced by

Dakota STEP test

by Spring
2009

by meeting AMO, Safe Harbor
provisions, or Confidence
Interval allowance

Strategies

- Scientifically based research (SBR)
- Specific strategies determined for each content (reading or math) and each grade or grade cluster
- Specific to student groups
- Indicators to judge effectiveness must be noted
- Assessments that track performance over time (baseline, mid year, end)

CONSIDER

- Objectives that encompass all grades in the school, including preschool.
- Objectives specific to student groups
- *The specific roles and responsibilities that determine a school's/district's strategies are developed based on these objectives.*

CONSIDER

- Strategies specific to the needs identified: content, grade, student group
- Assessments or other indicators to measure implementation and effectiveness of strategies
- Only after the goals are set and the objectives are determined can the schools/districts select appropriate materials, strategies and methods, and evaluation techniques to measure the accomplishment of the objectives that lead toward accomplishment of goals.

Highly Qualified Staff

- Classes to meet HQT requirements
- Qualified paraprofessionals
- Efforts to recruit and retain HQT
- High quality professional development activities
- Indicate SDI+ as a strategy if participating in this grant

Professional Development

- Devoting sufficient resources to carry out effectively the professional development activities
- Activities support the school improvement plan
- Aligning professional development with the State's academic content and student academic achievement standards
- Teacher mentoring program

Professional Development – 10% Set Aside

- Title I schools in levels 1 and 2 must reserve 10% of allocation for professional development (Section 1116(b)(3)(A)(iii))
- Required of Title I schools in Levels 1 & 2
- For the purpose of providing to the school's teachers and principal high-quality professional development that —
 - (I) directly addresses the reason for SI
 - (II) meets the requirements for professional development
 - (III) is provided in a manner that increases opportunity for participating in that professional development

Professional Development – 10% Set Aside (Continued)

- Title I Districts in levels 1 and 2 must reserve 10% of allocation for professional development each year (Regulations -200.52(a)(3)(iii)(A & B))
 - (iii) Address the professional development needs of the instructional staff serving the LEA
 - (A) May include funds reserved by schools for professional development
 - (B) May not include funds reserved for professional development under section 1119 of the Elementary and Secondary Education Act (ESEA)

CONSIDER

- Professional Development must be
 - linked to the area that put the school into improvement
 - linked to identified school needs
 - linked to student needs
- Provide professional development for parents
- Ensure that each school implements a teacher mentoring program

Parent Involvement & Education

- LEA Parent Involvement policy
- School level parent involvement policy
- School Parent Compact
- Parent Resource Network - <http://www.sdpirc.org/>

Parent Notification

- Explanation of what the identification means and how the school compares to other elementary and secondary schools in the LEA and state
- Reason for identification
- What the school is doing to address the problem
- What the district and state are doing
- How parents can become involved
- In addition – Public School Choice notice &
- SES notification

CONSIDER

- The plan must indicate the strategies it will use to increase parental involvement
- Information about the Parent Involvement Policy and the School Parent Compact must be included
- Make this a priority component of the school improvement plan, developed with parental input

Transition

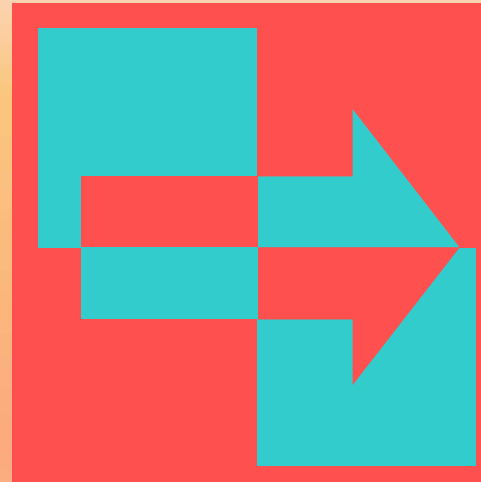
- Preschool to Kindergarten
 - Follow the district's Coordination and Transition Plan
 - Modify for specific school as necessary
- Elementary to Middle School
- Middle School to High School
- High School to Post Secondary
- Special Education transitions

Monitoring & Support

- Include activities to ensure that students who experience difficulty will be provided with effective, timely additional support
- Ensure that those students' difficulties are identified on a timely basis
- Provide sufficient information to teachers on which to base effective assistance to those students

Fiscal Requirement

- Reallocation of Resources
- Funds
- Personnel
- Resources
- Time
- Support



Coordination
of Funds

Ongoing Program Development

- Time frame for annual evaluation of the implementation of the plan, results achieved, and effectiveness of the plan
- Log of periodic review and revisions kept on file with plan
- The plan covers a 2-year period
- Description and date of peer review for school improvement plan
- Date and documentation of LEA approval
- Methods the LEA will use to monitor implementation of the plan
- Plan is disseminated and available to the public

Evaluation of Plan

- Evaluation of school improvement plan
 - Describe the plan for evaluation
 - Answer these two fundamental questions:
 - Was the plan implemented as designed?
 - Was the plan effective?
 - Evaluation chart must be submitted as a part of the school improvement plan

Alignment



Operating with One Plan

- School Improvement
- Schoolwide
- Consolidated Application
- Accreditation
- NCA
- District
- School

School Level Plans

- Must be written for each individual school
- Condense the information for distribution to all teachers, parents upon request
- Table of Contents
- Location of elements required by regulations

District Level Plans

- Written from a district perspective
- Suggested grade spans
 - Elementary (3-5)
 - Middle Grades (6-8)
 - High School (9-12)
- Table of Contents
- Location of elements required by regulations

Existing Improvement Plan

- Evaluate current plan
- Did you implement the plan as designed?
- How effective were the chosen strategies?
- Investigate each performance indicator noted in plan and determine effectiveness
- Evaluation Form

School Level Plan Approval



- Develop Plan
- Peer Review Process led by LEA (ESA available to organize)
- Submit plan to SST for recommendation of approval (Title I only)
- Approval from LEA
 - Keep on file
 - Title I schools submit plan & evaluation to DOE

Plan Approval Timeline

- The plan must be developed within three months of identification for school improvement – November 1st
- The LEA must approve the plan within 45 days after receiving the plan. December Board of Education meeting
- The school must implement the plan immediately upon approval by the district.

Peer Reviews

- Process established by the LEA
 - Reviewers – teachers and administrators from similar schools with higher achievement
- Revise plan based upon recommendations from the review
- Submit plan to SST (Title I), LEA, DOE to approve plan
- Implement plan

Timelines for Schools

- July 27 – AYP publicly released
- Parent notification letters to DOE
- Parent Notification letters mailed prior to start of school
- September 1 -- – Consolidated Application revisions due
- September – Data Retreats
- November – Peer Review of plans
 - SI plans submitted to SST (Title I), LEA
- All plans approved by December BOE meeting
- Submit plans to DOE for final approval NLT (no later than) Dec.20th
- Implement plan

District Level Plan



- Evaluate existing plan. Revise if needed
- Submit to School Support Team member for recommendation for approval – Nov. 1st
- Superintendent and Board signatures – December BOE meeting
- Submit plan & evaluation to DOE for approval NLT Dec. 20th
- Implement plan

Amend Consolidated Application

eGrant system

- District level form
- School level form
 - Complete for each Title I school in improvement
- Amend Title I Budget as necessary
- **All forms due September 1st**

Fiscal requirements

Office of Grants Management

Rob Huffman



Statewide System of Support

SSOS



SSOS

- Support for districts as they move forward in their efforts to raise student achievement for all students
- Focus on building capacity of districts to help their own schools
- Priority is given to districts with schools in school improvement

Section 1117 - School Support

- Statewide system of Intensive and sustained support and improvement
- Priority
 - LEA's with Title I schools in corrective action
 - LEA's with Title I schools in school improvement
 - LEA's with Title I schools that need support and assistance to meet the goals of Title I

SEA Support

- South Dakota Department of Education
- School Support Team (SST) for Title I Schools and Districts
- Partnership with McREL
- Strategies to raise student achievement
- Educational Service Agencies (ESA) assistance

School Support Team (SST)

- Funding source is Title I funds
 - SST can only work with Title I schools
 - SST work with the 6 districts in improvement
- Assist with data retreats
- School Improvement Plan development
- Review plan prior to submission to DOE
- Provided by SEA
- Assigned by SEA
- On-site visits, communication by phone, fax, email, etc.

School Support Team 2010-2011

- **Bob Rose**
Consultant, EduPeaks
- **Jerry Meendering**
Consultant, Pierre
- **Dr. Helen Usera**
Consultant, Institute for Educational Leadership & Evaluation (IELE)
- **Dr. John Usera**
Consultant, IELE
- **Dr. Merry Bleeker**
Consultant, Pierre
- **Dr. Al Kusters**
Consultant
- **Belinda Ready**
Bennett County School District
- **Dr. Doreen Gosmire**
University South Dakota
- **Dr. Steve Van Bockern**
Augustana College

District Improvement Coordinators

- Facilitate initial meeting within district about schools in improvement
- Attend data retreat with school / district team(s)
- Responsible for sharing the information from the data retreat with all staff
- Assure that additional data analysis is done if needed
- Have access to the data

District Improvement Coordinators

- Facilitate approval of school improvement plan
- Responsible for district improvement plan
- Maintain the official copy of all school / district improvement plans
- Monitor the implementation and annual evaluation of the plan(s)
- Monitor all documentation

McREL

- Mid-continent Research for Education and Learning
- <http://www.mcrel.org/>
- Regional Educational Laboratory
- Comprehensive Center
 - North Central Comprehensive Center
- The Center on Innovation and Improvement
 - <http://www.centerii.org>

School Improvement Funds

- 1003(a) Funds
- 1003(g) Funds = SIG

School Improvement Process

1. Know the requirements
2. Conduct a thorough needs assessment
3. Develop goals and objectives based on needs
4. Determine strategies to meet goals
5. Address all components of plan
6. Implement plan
7. Evaluate effectiveness of the plan

Questions?



Contacting SEA Staff

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