



Focus School Informational Meeting



Title I Requirements

- No on-site Title I Monitoring for 2013-14 school year
- Providing Technical assistance as needed
- Still need to meet the following requirements:



Assessment and Accountability Reports

- Report Card online on DOE website-(public version)
 - <http://doe.sd.gov/reportcard/index.aspx>



Complaint Policy

- District must have a process in place for complaints against use of federal funds
- May combine this with the Complaint Policy that is required for Homeless



Professional Development Plan

- District must have a PD Plan in place
 - Activity, grade levels, personnel involved, how aligned with goals, funding source, way to evaluate the effectiveness of the PD provided



Parent Involvement Policies and Compact

- Parent Involvement Policies
 - District-Level Policy
 - How does the district support the schools?
 - School-Level Policy
 - How does the school support the staff and parents?
- School-Parent Compact
 - A written agreement between schools and families



Coordination/Transition Plan

- Must contain all 6 components
 - Program Development
 - Coordination and Communication
 - Transition Process
 - Professional Development
 - Parent Involvement and Education
 - Evaluation



1119 Assurance Statements

- Accurately reflects the Highly Qualified Teaching Status within school
- Principals of Title I schools must sign in the beginning of school year



Parents Right to Know Statement

- A statement that must be provided to parents regarding their right to request their child's teachers' qualifications.
 - Note- If a student has been assigned or taught for four or more consecutive weeks by a teacher that is not highly qualified, parents must be notified



Homeless Requirements

- Districts must assign a liaison to identify and assist students who may be experiencing homelessness
- Complaint Policy (situations arising from students experiencing homelessness)
- Policy on the Rights of Homeless Students
- District's must post information (pamphlets, brochures, etc.) in public places and in the schools where parents and unaccompanied youth can see it
 - Contact Laura Johnson-Frame for more information



Schoolwide Plans

- Each Title I School must have a current Schoolwide Plan
- Must be submitted annually to Dawn Smith



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Focus School Guidance



Focus School Definition

- Based on GAP Group- Not SPI Calculation
 - Elementary/MS- math, reading, attendance
 - High School- math, reading, and graduation rate



Focus School Requirements and Interventions

- 10% Set Aside- School Level
- Form School Leadership Teams
- Ongoing Use of Data
- SD LEAP Planning Tool
- Targeted Interventions and Supports
- Targeted Professional Development



Funding

- 10% Set-Aside to implement targeted interventions or professional development
- Focus School Section in the Consolidated Application
 - Four questions- explain how school is using 10% set aside
 - Opened in CA



School Level Leadership Teams

- Must consist of:
 - Principal
 - Teachers who lead instructional teams
 - School Support Team member
- Other possible members:
 - Title I Director
 - Curriculum Director
 - Federal Programs Director
 - 21st Century Community Learning Staff
 - Teachers
 - Parents
 - Superintendent
- Meet minimum monthly



Data-Driven Decision Making

- Data Retreat
 - Aligned to four lenses
 - Four Regional Data Trainings Offered
 - August 28/29- Aberdeen
 - September 3/4 – Sioux Falls
 - September 11/12- Pierre
 - September 18/19- Rapid City
 - May plan own data retreat- must be approved by DOE
- Ongoing Use of Data
 - Use data to identify needs to inform instruction



South Dakota LEAP

- Web-based planning tool designed to assist School Leadership Teams in planning and charting the improvement process.
- Indicators aligned to 7 Turnaround Principles
- Key indicators help guide Focus Schools through the improvement process.
- Timeline of indicators to be assessed, planned, and monitored is provided. (Appendix B)
- Monitoring documents include: School Turnaround Plan, Goals and Objectives Form, and School Survey of Effective Practices.



Turnaround Principle 7

Family and Community Engagement

IE12 The principal personally engaged parents and the community in the turnaround process. (2746)

IIIB01 All teacher maintain a file of communication with parent. (150)

IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)

IG01 Parents receive regular communication (absent jargon) about learning standards, their child's progress, and the parents' role in their children's school success. (76)

CM2.1 Teachers are familiar with the curriculum of the home (what parents can do at home to support their child's learning) and discuss it with them. (1560)

ED5.1 Professional development for teachers include assistance in working effectively with families and community. (3075)



Turnaround Principle 7

Family and Community Engagement

GR1.1 The school's Parent involvement Policy include a vision statement about the importance of family-school partnership in a school community. (1535)

CM1.1 The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (1558)

CT3.2 The school team annually conducts a "walk-through: the school, parking lot, and grounds to suggest ways to make the school a more welcoming place. (1848)



State-Sponsored Professional Development

- Based on Focus School needs, may provide additional support and professional development
- SST members will be submitting reports to help guide DOE as to specific needs that may arise



State-Approved School Turnaround

Teams

- School Support Team Members (SST)
 - Support schools with data analysis and implementing interventions
- Expectations:
 - Data Retreat- help understand data within school and identify and prioritize needs
 - Connection for school to find additional resources
 - Crucial support for DOE to determine professional development needs
 - Review Turnaround Plan within SD LEAP and provide assistance and guidance
 - Communicate with school and DOE on regular basis



State -Approved School Turnaround Teams

- Data Retreat Facilitators
 - Take schools through a comprehensive data analysis process that includes four lenses of data



Targeted Interventions

- Reading Interventions
- Math Interventions
- Behavior and Attendance Interventions
- Other Interventions



Focus School Implementation Guide

- Guide provided to support schools in determining action items, tools, and questions to ask as they start the improvement process
 - Optional- in Appendix E



Exiting Focus School Status

- No longer designated as a Focus School based on current year calculations
- School's Gap Group meets its AMO targets
 - Both Math and Reading
- Focus School is faithfully implementing necessary interventions



QUESTIONS???



DOE Contacts

- Title I Staff
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