Cohort 3 Focus School
Technical Assistance Webinar

Session 1

November 24, 2014

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Associate Director
Office of School Improvement
Virginia Department of Education
Purpose

• **Review** the process for assessing indicators;
• **Model** the process for using the Wise Ways® research briefs; and
• **Model** the process for developing improvement plan tasks
System of Differentiated Recognition, Accountability, and Support

All Students

Gap Group 1
- Students with Disabilities
- English Language Learners
- Economically Disadvantaged

Gap Group 2
- Black Students

Gap Group 3
- Hispanic Students

Other Subgroups under Safeguard
- Students with Disabilities
- English Language Learners
- Economically Disadvantaged
- White
- Asian

Lowest performing 5% of Title I schools in the “All Students” group are identified as Priority Schools – 36 schools

Lowest performing 10% of Title I schools in Proficiency Gap Group performance are identified as Focus Schools – 72 schools

Title I and non-Title I schools that did not meet an annual measurable objective are required to develop an improvement plan
### Division Requirements

- **Collaborate** with an external VDOE contractor
- **Convene** a division leadership team including representatives of:
  - Title I
  - Instruction
  - Special education
  - English language learners
  - Principals of each focus school
- **Meet** as a division leadership team on a monthly basis
- **Develop, implement, and monitor** a division improvement plan that is aligned with the needs of each focus school
- **Participate** in quarterly meetings with focus schools to review data and make decisions about needed technical assistance
- **Modify** division improvement plan on a quarterly basis based on data analysis

### School Requirements

- **Convene** a school leadership team including a member of the division leadership team
- **Utilize** a VDOE-approved adaptive reading assessment program to determine student growth at least quarterly
- **Utilize** the *Algebra Readiness Diagnostic Test (ARDT)* provided by the VDOE (*required only for focus schools with grade 5 or higher*)
- **Develop, implement, and monitor** a school improvement plan
- **Develop** an intervention strategy for all students who have failed an SOL assessment or failed to meet the fall PALS benchmark
- **Regularly analyze** a variety of data points to make strategic, data-driven decisions, and implement the needed interventions for identified students
- **Modify** school improvement plan on a quarterly basis based on data analysis
U.S. Department of Education’s ESEA Flexibility Waiver Monitoring
Key Questions Regarding Focus Schools

1. Where are the state educational agency’s focus schools in their preparations to implement interventions in the first semester?

2. What processes, such as needs analyses, are local educational agencies and schools using to determine what interventions will be implemented?

3. How is the state educational agency ensuring that its local educational agencies implement interventions aligned with the reason for the school’s identification as a focus school?

4. What resources and supports are the state educational agency providing to those local educational agencies as they develop their plans for interventions?

5. What process does the state educational agency have in place to ensure that all focus schools will begin implementing interventions in the first semester? For example, do local educational agencies have a plan or report that they must submit?

6. How is the state educational agency planning to hold local educational agencies accountable for improving school and student performance?

7. How and when does the state educational agency plan to monitor local educational agency implementation of interventions in priority and focus schools?
The division- and school-level plans will be the key to monitoring each local educational agency’s compliance with the ESEA flexibility waiver provisions. Both plans will be submitted via the Indistar® dashboard on:

- January 30, 2015
- April 24, 2015
- June 30, 2015
Indistar® (www.indistar.org)
Six-Step Improvement Planning Process

- A Web-based tool for **assessing, planning, implementing, and monitoring** progress toward the rapid improvement indicators.
  
  **Step 1** – Register school
  **Step 2** – Provide school information
  **Step 3** – Form school team
  **Step 4** – Assess school indicators
  **Step 5** – Create school plan
  **Step 6** – Monitor school plan
<table>
<thead>
<tr>
<th>Teams: The Cornerstone of Improvement Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Team</strong></td>
</tr>
<tr>
<td>The team that manages the improvement process and is ultimately responsible for making decisions for the school and for school improvement.</td>
</tr>
<tr>
<td><strong>Instructional Teams</strong></td>
</tr>
<tr>
<td>Teams that include teachers in grade level groupings, grade-level clusters, or subject areas. Responsible for planning instruction for students.</td>
</tr>
<tr>
<td><strong>Division Leadership Team</strong></td>
</tr>
<tr>
<td>A team that includes representatives from Title I, instruction, special education, and ELL will support the school through implementation of a division improvement plan.</td>
</tr>
<tr>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>Teams need time to do their work and structure to do effective work. The Indistar® Web-based planning tool provides benchmarks of work to be completed at specific points in time during the year.</td>
</tr>
</tbody>
</table>
Rapid Improvement School Indicators Categories

- Instructional Planning
- Differentiation of Instruction
- Teacher-Directed Whole-Class or Small Group Instruction
- Computer-Based Instruction
- Classroom Management
- Team Structures
- Principal’s Role
- Formative Assessment
- Targeted Interventions

2012rapidimprov.pdf
# Alignment of Rapid Improvement School Indicators with Performance Standards

**Teacher Performance Standards:**
1. Professional Knowledge
2. Instructional Planning
3. Instructional Delivery
4. Assessment Of and For Learning
5. Learning Environment
6. Professionalism
7. Student Academic Progress

**Principal Performance Standards:**
1. Instructional Leadership
2. School Climate
3. Human Resource Management
4. Organizational Management
5. Communication and Community Relations
6. Professionalism
7. Student Academic Progress

<table>
<thead>
<tr>
<th>Indicator Category</th>
<th>Aligned Teacher/Principal Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Planning</td>
<td>Teacher Performance Standards 1 and 2</td>
</tr>
<tr>
<td>Differentiation of Instruction</td>
<td>Teacher Performance Standards 1, 2, 3, and 4</td>
</tr>
<tr>
<td>Teacher-Directed Whole-Class or Small Group Instruction</td>
<td>Teacher Performance Standards 1, 2, 3, and 4</td>
</tr>
<tr>
<td>Computer-Based Instruction</td>
<td>Teacher Performance Standards 1, 2, 3, and 4</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Teacher Performance Standards 1 and 5</td>
</tr>
<tr>
<td>Team Structures</td>
<td>Teacher Performance Standards 1, 2, 4, and 6</td>
</tr>
<tr>
<td>Principal’s Role</td>
<td>Principal Performance Standards 1, 6, and 7</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Teacher Performance Standards 1, 2, 3, 4, and 7</td>
</tr>
<tr>
<td>Targeted Interventions</td>
<td>Teacher Performance Standards 1, 2, 3, 4, and 7</td>
</tr>
</tbody>
</table>
School leadership teams will assess and include the three targeted interventions indicators below in their improvement plans.

<table>
<thead>
<tr>
<th>Targeted Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TA01</strong> The school uses an <strong>identification process</strong> (including ongoing conversations with instructional leadership teams and data points) for all students at risk of failing or in need of targeted interventions.</td>
</tr>
<tr>
<td><strong>TA02</strong> The school uses a <strong>tiered, differentiated intervention process</strong> to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).</td>
</tr>
<tr>
<td><strong>TA03</strong> The school uses a <strong>monitoring process</strong> (including a multidisciplinary team that meets regularly to review student intervention outcomes and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.</td>
</tr>
</tbody>
</table>

Aligns with Teacher Performance Standards

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
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<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>2, 3, 4</td>
</tr>
<tr>
<td>2, 3, 4</td>
</tr>
</tbody>
</table>

**Required Improvement Indicators for All Schools**
<table>
<thead>
<tr>
<th>High Yield Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IE08</strong> The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.</td>
</tr>
<tr>
<td><strong>IF08</strong> The principal ensures <em>professional development</em> for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.</td>
</tr>
<tr>
<td><strong>ID10</strong> The school’s <em>Leadership Team</em> regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development.</td>
</tr>
<tr>
<td><strong>IID11</strong> <em>Instructional Teams</em> review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to &quot;red flag&quot; students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.</td>
</tr>
<tr>
<td><strong>VA10</strong> <em>Teachers</em> create <em>effective classroom discussions, questions, and learning tasks</em> that elicit evidence of learning. This includes gathering information such as on-the-fly, planned, and curriculum embedded assessments.</td>
</tr>
<tr>
<td><strong>VC01</strong> Teachers use evidence of student learning to adapt and differentiate instruction to meet the needs of the different students.</td>
</tr>
<tr>
<td><strong>VC02</strong> Teachers use feedback to respond quickly to students’ learning needs. This includes on the spot changes during a lesson (when it is obvious students are not understanding), as well as anticipating where students might struggle and planning ahead to address those needs.</td>
</tr>
</tbody>
</table>
Assess – Plan - Monitor

Virginia Indistar
Main Menu

VA-test School
Virginia Indistar (Rapid Improvement)
Happy Hills Public Schools, VA

Begin assessment here

Spotlight Indicators
Assess
Team Assesses Indicators
Last Update: 10/24/2014
Progress: 20 of 117
5 indicators to re-assess

Monitor
Team Monitors Progress
Last Update: 10/24/2014
Progress: 3 of 11

Create
Team Creates & Revises Objective Plans
Last Update: 10/24/2014
Progress: 11 of 18

New Celebration Report --> Celebrate Our Success!
Last login: 11/05/2014
Last coaching comment received: 08/11/2011
Last Leadership Team Meeting: 10/22/2013
Last Indicator assessed: 10/24/2014
Last Task added: 10/24/2014
Number of Objectives past due: 3 (view)
Number of Tasks past due: 21 (view)
Number of Tasks due in the next 30 days: 0 (view)

Principal: Mr. Michael James - sbenedict@adi.org
Process Mgr.: Mr. John Happy, Jr. - sbenedict@adi.org

Mrs. Yvonne Holman - steph@email.com
Mrs. Yvonne Holman - yvonne.holloman@doe.virginia.gov
Focus Questions: (Assess school indicators)

• How will the school improvement team involve the entire staff in the selection of rapid improvement indicators that address the needs of the school?
• What data were used to determine the needs of the school?
• How will the required VDOE-approved adaptive reading assessment program be used as part of the assessment of indicator TA01?
• How will the required Algebra Readiness Diagnostic Test (ARDT) or other VDOE-approved mathematics assessment be used as part of the assessment of indicator TA01?
• How was consensus reached regarding the indicators that were ultimately selected?
Selecting Indicators to Assess

Grade-level /Content Area Teams review data and select a Top 10 List of indicators for the team.

Entire staff meets to review each team’s Top 10 List of Indicators.

Entire staff selects a Top 10 List of Indicators for the school - in addition to the 3 required indicators.
Selecting Indicators to Assess

School teams will assess the 3 required indicators and any additional indicators selected based on their needs.

<table>
<thead>
<tr>
<th>Needs</th>
<th>Corresponding Rapid Improvement School Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Student attendance</td>
<td></td>
</tr>
<tr>
<td>2) Student engagement during the language arts instructional block</td>
<td></td>
</tr>
<tr>
<td>3) Differentiation of instruction for students</td>
<td></td>
</tr>
</tbody>
</table>

Using the list of indicators included in the table above, develop a Top Ten List of indicators that your team would like the school to include in the school improvement plan.

1)  
2)  
3)  
4)  
5)  
6)  
7)  
8)  
9)  
10)
Use the Wise Ways® research brief to determine the level of implementation.
Notice the **Wise Ways** link?

**Wise Ways** is a built-in reference tool that provides a synthesis of the research that supports the indicator AND provides real, how-to, high-leverage strategies for attaining it.
Using the Wise Ways Research Briefs

Step 1: Provide copies of the appropriate Wise Ways® research briefs to the team members.

Indicator TA01: The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)

Evidence Review:

Students enter their school with varying levels of previous knowledge and a variety of learning styles. This individuality makes it essential that teachers work together to formulate effective instructional methods. Redding identifies “the School Improvement Plan as the central and coordinating document for organizing information and making good decisions.” Within this document a clear process should be defined to identify students at risk of failure or in need of targeted interventions. This document should identify who will be making decisions and how decisions will be made.

The school improvement plan must define how educators will work together to make decisions. Redding refers to these groups as “instructional teams.” These teams typically include grouping of teachers by grade level, subject or department. He defines the teams’ purpose as meeting to “develop instructional strategies aligned to the standards based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible”. Consideration should be given not only to who is a team member, but to the logistics of when and how often the team will meet, and how recordingkeeping will be completed. The team should keep a focus on its objectives by defining standards of discussion as well as how to include special or time sensitive topics on the agenda. If multiple instructional teams are formed, the pattern, practice, and quality of communication between the teams and the School Improvement Team will be vital.


Step 2: Read and highlight important information included in the research brief.

Step 3: Discuss whether the school is implementing the indicator as described in the research brief.

Step 4: Complete the Assess Component of Indistar ® for the selected indicators.
## Sample School Improvement Plan

### All Objectives

Your school plan has a total of 18 objectives. **Reminder:** Indicators TA01, TA02, and TA03 are required components of your improvement plan. Schools should select an **additional 2 indicators** (from the additional indicators assessed) to include in the improvement plan. Each school will have a **total of 5 indicators** (3 required and 2 selected by the school).

### Priority Score x Opportunity Score = Index

<table>
<thead>
<tr>
<th>ID</th>
<th>Objectives</th>
<th>Added Date</th>
<th>*Index</th>
<th>Assigned to</th>
<th>Target Date</th>
<th>Tasks</th>
<th>Filter Tag(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID01</td>
<td>A team structure will be officially incorporated into the school governance policy. (36)</td>
<td>7/24/2013</td>
<td>9</td>
<td>Gan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID02</td>
<td>All teams will have written statements of purpose and by-laws for their operation. (37)</td>
<td>8/22/2013</td>
<td>9</td>
<td>Gan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID03</td>
<td>All teams will operate with work plans for the year and specific work products to produce. (38)</td>
<td>1/16/2014</td>
<td>6</td>
<td>Gan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID05</td>
<td>All teams will maintain official minutes of their meetings. (40)</td>
<td>10/17/2013</td>
<td>4</td>
<td>Gan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID06</td>
<td>The principal will maintain a file of the agendas, work products, and minutes of all teams. (41)</td>
<td>2/24/2014</td>
<td>6</td>
<td>Gan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID07</td>
<td>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (42)</td>
<td>9/14/2010</td>
<td>6</td>
<td>- removed</td>
<td>10/14/2013</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ID08</td>
<td>The Leadership Team will serve as a conduit of communication to the faculty and staff. (43)</td>
<td>11/21/2013</td>
<td>6</td>
<td>Gan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**An Index between 6 and 9 indicates a quick win for the school/division.**
Focus Questions: Creating Tasks

• How will the school team ensure that tasks are **directly associated** with **strategies** to help the school address identified areas of need?
  – Has the school identified the **proficiency gap group** related to specific tasks?

• Describe the **process** that the school team used to determine the **appropriate tasks** needed to **accomplish** each objective (indicator).
  – How were representatives of special education, reading, mathematics, and/or ELL involved in the development of tasks?

• **How** and **when** will **task managers report** to the school team? Entire faculty?

• **How** is the **continual review of data**, for possible plan revision, built into the planning process?
Indicators are the “pie.”
(“What” will happen)
Yvonne will bake a cherry pie.

The tasks are the recipe.
(“How” the pie is created)

1) Preheat oven to 400 degrees F (205 degrees C). Place bottom crust in pie pan. Set top crust aside, covered.
2) In a large mixing bowl combine tapioca, salt, sugar, cherries and extracts. Let stand 15 minutes. Turn out into bottom crust and dot with butter. Cover with top crust, flute edges and cut vents in top. Place pie on a foil lined cookie sheet--in case of drips!
3) Bake for 50 minutes in the preheated oven, until golden brown.
Developing Tasks for an Improvement Plan

**Step 1:** Begin with the end in mind – the rapid improvement school indicator.

**Step 2:** Review the Wise Ways® research briefs and other research related to the selected improvement indicators. This information will provide ideas for possible tasks.

**Step 3:** Begin drafting the “recipe” (series of tasks) for the “pie” (indicator). The tasks should clearly outline the steps involved in making the indicator (objective) a reality in the school. The indicator tells “what” will happen. The tasks tell “how” the indicator will be accomplished.

- Tasks must address the specific interventions that will be implemented for the specific proficiency gap group and/or individual subgroup.
- Tasks must describe “who” will do “what”, and “when” this will occur.

**Step 4:** After developing a series of tasks for an indicator, revisit the Wise Ways® research briefs and other research to determine whether your team has adequately addressed the literal meaning of the indicator.
**Avoid**

<table>
<thead>
<tr>
<th>Writing generic tasks</th>
<th>Try This Instead</th>
</tr>
</thead>
</table>
| • Sequence the steps involved in making the indicator a reality in the school (developing the recipe).  
  • Be specific about the actions of individuals and groups (i.e. teachers, leadership team, administrators).  
  Ask yourself, “For indicator ___ to become a reality at my school, _____ will need to _______.” |

<table>
<thead>
<tr>
<th>Listing programs/materials as tasks</th>
<th>Try This Instead</th>
</tr>
</thead>
</table>
| • Identify the specific inputs that will be needed to implement the program.  
  Example:  
  Instead of writing, “Students will use iPads to improve reading comprehension,” consider:  
  “Third grade teachers will participate in a series of four workshops presented by Dr. John Doe regarding the use of iPad applications (apps) to teach reading comprehension skills to intervention students.” |

<table>
<thead>
<tr>
<th>Using indicators as tasks</th>
<th>Try This Instead</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Indicators should not be used as tasks.</td>
<td></td>
</tr>
</tbody>
</table>
Who should be involved in developing tasks for the selected indicators?

- School principal
- Assistant principal
- School leadership team members
- Division leadership team member assigned to the school
- Division-level specialists representing reading, mathematics, special education, and English language learners (varies based on the proficiency gap groups)

Why?
The content-specific experts should advise the focus school teams regarding research-based interventions that must be included in their plans.
The team, with input from stakeholders, will complete Steps 1-5.

**Wise Ways @ Rubric**

**IF08** - Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)

**ASSESS**

**Level of Development or Implementation:** No Development  **Priority Score:** 3  **Opportunity Score:** 3

**Current Level Description:**
The professional development program at Happy Hills Elementary does not differentiate services for teachers. We have whole group workshops every month about a variety of topics.

**CREATE A PLAN**

1. Assign a team member to manage and monitor your work toward this objective.  
   Karen Jappy  *required*

2. Describe how it will look when this objective is being fully met in your School. Also describe the information you will need to provide evidence that this objective is fully met.  *required*

   By June 2014, 100% of Happy Hills Elementary teachers will have a job-embedded, individualized professional development plan that addresses identified areas of need.

3. Establish a date by which your description above will be a reality.  5/20/2014

4. Edit information in items 1-3 above.

5. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

*The indicator tells you “what” will happen.*

*This should be in the form of a SMART goal*
Example:
By March 2014, 100% of teachers at Happy Hills Elementary will implement an individualized professional development plan based on the results of classroom observations and student performance data.
A task tells you “how” the indicator will be accomplished. The task should also describe “who” will do “what”, and when it will occur.

5. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

| Task(s) created to meet this objective are shown below. Click a task to update or edit. To delete a task, go to the Monitoring process. |
|---|---|---|---|
| **Sort** | **Task(s)** | **Recurrence** | **Assigned to** | **Target Date** | **Completed** |
| 1 | During the month of September, the principal and assistant principal will conduct initial observations of teachers at each grade-level to obtain baseline data regarding strengths and weaknesses. Observation schedule: September 13-17, 2010 (kindergarten and first grade); September 20-24, 2010 (second grade and third grade); September 27, 2010 - October 1, 2010 (fourth grade and fifth grade). 2013-2014: thhhthhhthhhthhhthhhthhh | three times a year | Karen Jappy | 3/17/2014 | |
| 2 | On a quarterly basis, the principal and assistant principal will conduct follow-up observations to monitor implementation of instructional strategies gleaned from the PLT group meetings. | four times a year | Tom Shrimp | 12/10/2011 | 08/22/2013 |
| 3 | Dr. John Doe will meet with the principal and assistant principal to review instructional supervision procedures. | monthly | Gary Duck | 9/10/2013 | |
| 5 | Following initial observations of classrooms in grades K-5, the principal and assistant principal will create professional learning teams (PLT) containing teachers with similar needs based on the following topics: 1) classroom management 2) development of lesson plans 3) differentiation of instruction (prerequisite, target, and enhanced) 4) formative assessment of student learning | three times a year | Hilda Core | 10/16/2013 | |
| 6 | The school leadership team members will develop a professional development calendar for their assigned PLT groups: 1) classroom management 2) development of lesson plans 3) differentiation of instruction (prerequisite, target, and enhanced) 4) formative assessment of student learning Each team member is responsible for contacting the content area specialists and the Happy Hills Elementary master teachers to obtain assistance with designing the sessions | | School leadership team | 12/12/2012 | |
| 7 | | | | 08/19/2013 |
Happy Hills Elementary School is identified as a focus school because Proficiency Gap Group 1 did not meet the annual measurable objective (AMO). The school leadership team included the following rapid improvement school indicator in their plan:

**TA01**: The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
TA01: The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

(Remember, an indicator tells you what will happen.)

Tasks (recipe) for this indicator should include answers to the following questions:

1) What adaptive reading assessment will be used to identify reading intervention students?
2) What LEA mathematics assessment or other diagnostic tool will be used to identify mathematics intervention students?
3) How and when will teachers be trained to administer the assessments?
4) What is the timeline for administering the assessments?
5) How and when will teachers be trained to analyze the data gleaned from the assessments?
The school uses a **tiered, differentiated intervention process** to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

(Remember, an **indicator** tells you **what** will happen.)

**Tasks (recipe) for this indicator should include answers to the following questions:**

1) What are the tiered, differentiated intervention options available to assist the identified students in reading and mathematics?

2) How will the school, with assistance from the division leadership team, implement a research-based tiered, differentiated intervention process for identified students?

3) When will identified students receive the tiered, differentiated intervention?

4) In addition to the classroom teacher, who will be involved in providing the tiered, differentiated interventions to identified students?

5) What type of professional development will be provided to teachers to assist them with implementing tiered, differentiated interventions for identified students?
The school uses a **monitoring process** (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

(Remember, an *indicator* tells you *what* will happen.)

**Tasks (recipe) for this indicator should include answers to the following questions:**

1. How will teachers monitor the tiered, differentiated intervention process for identified students?
2. What type of professional development will teachers receive regarding procedures for monitoring and evaluating the impact of tiered, differentiated interventions?
3. How will the division leadership team be involved in the monitoring?
4. What data will be used on a quarterly basis to determine the effectiveness of the interventions provided to identified students?
• The division leadership team is responsible for monitoring the improvement plan for each focus school.

• One person from the division leadership team must be assigned to serve as a member of the school improvement team for each focus school. This information should be noted in the “district team” component of Indistar®.

• Monitoring activities include reviewing status comments, agendas, and meeting minutes.
Division Improvement Planning

• Per the *Elementary and Secondary Education Act of 1965* (ESEA) flexibility waiver provisions, division leadership teams are required to develop a division improvement plan using the Indistar® district improvement indicators.

• The district indicators are divided into three categories:
  • District context and support for school improvement
  • District and the change process
  • District-school expectations

• The selected indicators should be aligned with the needs of the focus schools.
List of District Improvement Indicators

Virginia / Support for School Improvement (SSI)
Indicator Report - District Indicators

District Context and Support for School Improvement - Improving the school within the framework of district support

IA01 The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)

IA02 The district includes community organizations in district and school improvement planning and maintains regular communication with them. (2)

IA03 The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3)

IA04 The district provides incentives for staff who work effectively in hard-to-staff and restructured schools. (4)

IA05 The district contracts with external service providers for key services in restructured schools. (5)

IA06 The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6)

IA07 The district sets district, school, and student subgroup achievement targets. (7)

IA08 The school board and superintendent present a unified vision for school improvement. (8)

IA09 The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9)

IA10 The district regularly reallocates resources to support school, staff, and instructional improvement. (10)

IA11 The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)

IA12 The district intervenes early when a school is not making adequate progress. (12)

IA13 The district works with the school to provide early and intensive intervention for students not making progress. (13)

IA14 The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)

IA15 The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)

District Context and Support for School Improvement - Taking the change process into account

IB01 The district operates with district-level and school-level improvement teams. (16)
**Aligning Division- and School-level Improvement Plans**

**Step 1:** The division leadership team will review the list of rapid improvement school indicators selected by each focus school to ensure that areas of deficiency for each identified proficiency gap group are addressed.

**Step 2:** The division leadership team will identify specific district improvement indicators which support the rapid improvement school indicators selected by each focus school.

**Step 3:** The division leadership team will develop tasks (recipe) for each selected district improvement indicator.
Happy Hills Elementary School is identified as a focus school due to Proficiency Gap Group 1. The school improvement team identified a need for teachers to plan units of instruction in reading based on student data. As a result, the following rapid improvement school indicator was selected for inclusion in the school improvement plan:

**ID13** – Instructional teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.

**Question:** What district improvement indicators could the Happy Hills division team include in their improvement plan to support the school’s selected indicator?
Sample Worksheet for Aligning Division- and School-level Improvement Plans

Worksheet: Aligning Division- and School-level Improvement Plans

The division-level improvement plan should be aligned with the needs of each focus school. In the area provided below, please list the **rapid improvement indicators** selected by each school and **align** each indicator with a **district improvement indicator**.

Example:

**Focus Schools and Identified Proficiency Gap Groups:**

1. Happy Town ES – Proficiency Gap Group 1
2. Happy Hollow ES – Proficiency Gap Groups 1 and 2
3. Happy Hills ES – Proficiency Gap Groups 2 and 3

<table>
<thead>
<tr>
<th>Selected Rapid Improvement School Indicators</th>
<th>Focus Schools</th>
<th>Aligned District Improvement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID13</td>
<td>Happy Town ES; Happy Hollow ES</td>
<td>IA10</td>
</tr>
<tr>
<td>TA03</td>
<td>Happy Hollow ES; Happy Town ES; Happy Hills ES</td>
<td>IA13</td>
</tr>
<tr>
<td>TA01</td>
<td>Happy Hollow ES; Happy Town ES; Happy Hills ES</td>
<td>IC06</td>
</tr>
<tr>
<td>TA02</td>
<td>Happy Hollow ES; Happy Town ES; Happy Hills ES</td>
<td>IB07</td>
</tr>
</tbody>
</table>
## Next Steps

**School Team**

- The *school staff* should *assess the selected indicators* (3 required indicators and up to 10 additional indicators).

- The *school leadership team* should discuss the *results of the indicator assessment* with the member of the division leadership team that is assigned to the school.

- The *school leadership team* should conduct a meeting and enter the agenda and meeting minutes into the Indistar® planning tool.

- The *school leadership team* will view the Session 3 video posted on the Indistar® webpage on the VDOE website. This video focuses on the process for monitoring an improvement plan.

- The *school principal* will complete and submit the adaptive reading assessment approval form, ARDT form, and data query system form via the Indistar® Dashboard by **December 19, 2014**.

- The *school principal* will complete a brief technical assistance survey.

**Division Team**

- The *assigned member of the division leadership team* will review the assessment of indicators with the school improvement team.

- The *division leadership team* will view the Session 3 video posted on the Indistar® webpage on the VDOE website. This video focuses on the process for monitoring an improvement plan.

- The *division contact person* will complete a brief technical assistance survey.

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**Next webinar:** - **December 12, 2014**
Thank you. You have been a great audience.

For technical assistance please contact: Dr. Yvonne A. Holloman at 804-225-2064 or yvonne.holloman@doe.virginia.gov