

# 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 schools. (4)
- IA05 The district contracts with external service providers for key services in schools that need improvement. (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)
- IB02 The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)
- IB03 For each restructuring or turnaround school, the district selects interventions that best fit the school's context and is most likely to achieve the desired results. (18)
- IB04 For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (19)

- IB05 The district ensures that resources for each school's improvement initiative are appropriate and sufficient for that school. (20)
- IB06 The district ensures that decision-making structures and responsibilities in restructuring and turnaround schools are appropriate for rapid improvement. (21)
- IB07 The district ensures that school improvement initiatives include research-based, field-proven programs, practices, and models. (22)
- IB08 The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (23)
- IB09 The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement. (24)
- IB10 The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (25)
- IB11 The district ensures that school improvement plans include "quick wins," early successes in improvement. (26)
- IB12 The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement. (27)

**District Context and Support for School Improvement - Clarifying district-school expectations**

- IC01 The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)
- IC02 The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)
- IC03 District and school decision makers meet at least twice a month to discuss the school's progress. (30)
- IC04 District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding. (31)
- IC05 The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)
- IC06 The district provides the technology, training, and support to facilitate the school's data management needs. (33)
- IC07 Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (34)
- IC08 Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35)

**School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning**

- ID01 A team structure is officially incorporated into the school governance policy. (36)
- ID02 All teams have written statements of purpose and by-laws for their operation. (37)
- ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)

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