



# **Cohort IV Focus Schools Conference**

**October 8, 2015**

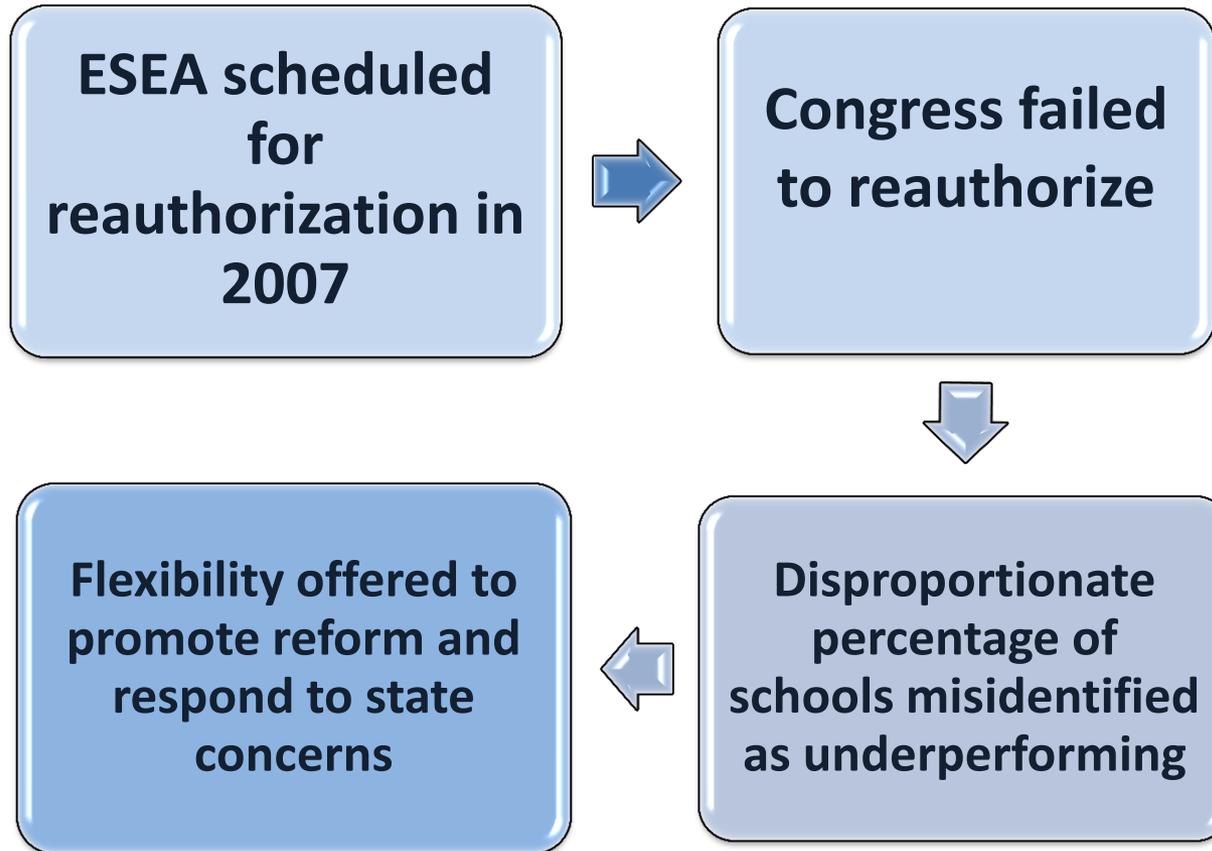
Yvonne A. Holloman, Ph.D.  
Associate Director  
Office of School Improvement  
Virginia Department of Education

# Agenda

8:30 a.m.	<b>Welcome and Opening Remarks</b> Ms. Beverly Rabil, Director, Office of School Improvement Dr. Yvonne Holloman, Associate Director, Office of School Improvement
8:45 a.m.	<b>ESEA Flexibility Waiver Overview</b> Presenter: Dr. Yvonne Holloman
10:30 a.m.	Break
10:45 a.m.	<b>Collaborative Planning and VDOE Resources</b> Presenter: Dr. Samantha Hollins
11:45 a.m.	Working Lunch
12:30 p.m.	<b>Building a Comprehensive Program for English Language Learners</b> Presenter: Ms. Judy Radford
1:00 p.m.	<b>Division- and School-level Improvement Team Meetings</b> Presenter: Dr. Yvonne Holloman
1:30 p.m.	<b>Improvement Planning Requirements</b> Presenter: Dr. Yvonne Holloman
3:30 p.m.	<b>Next Steps and Closing Remarks</b>

# **Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver**

# Purpose of ESEA Flexibility



# Flexibility Principles



**College- and career-ready standards and assessments**



**Differentiated supports and interventions for underperforming schools**



**Teacher and principal evaluation systems**

# Proficiency Gap Groups

**Gap Group 1  
(unduplicated)**

**Students with Disabilities  
English Language Learners  
Economically Disadvantaged**

**Gap Group 2**

**Black students,  
not of Hispanic origin\***

**Gap Group 3**

**Hispanic students,  
of one or more races\***

**\*to include students with disabilities, English language learners, and economically disadvantaged students**

## Reading Benchmarks

The annual measurable objectives (AMOs) for reading in Year 2 and subsequent years reflect the impact on achievement of new, more rigorous reading Standards of Learning (SOL) tests introduced in 2012-2013. The reading AMOs culminate in Year 6 with student subgroups in all schools expected to achieve pass rates of 78 percent or higher.

<b>READING ANNUAL MEASURABLE OBJECTIVES (Percent Passing)</b>							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Accountability Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Assessment Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
All Students	85	66	69	72	75	78	
Proficiency Gap Group 1	76	52	59	65	72		
Proficiency Gap Group 2 (Black Students)	76	49	57	64	71		
Proficiency Gap Group 3 (Hispanic Students)	80	53	60	66	72		
Students with Disabilities	59	30	42	54	66		
LEP students	76	44	52	61	69		
Economically Disadvantaged Students	76	52	59	65	72		
White Students	90	74	75	76	77		
Asian Students	92	80	Continuous progress				
<b>NOTE: AMOs for Years 2-6 are based on achievement on revised reading tests administered during 2012-2013</b>							

# Mathematics Benchmarks

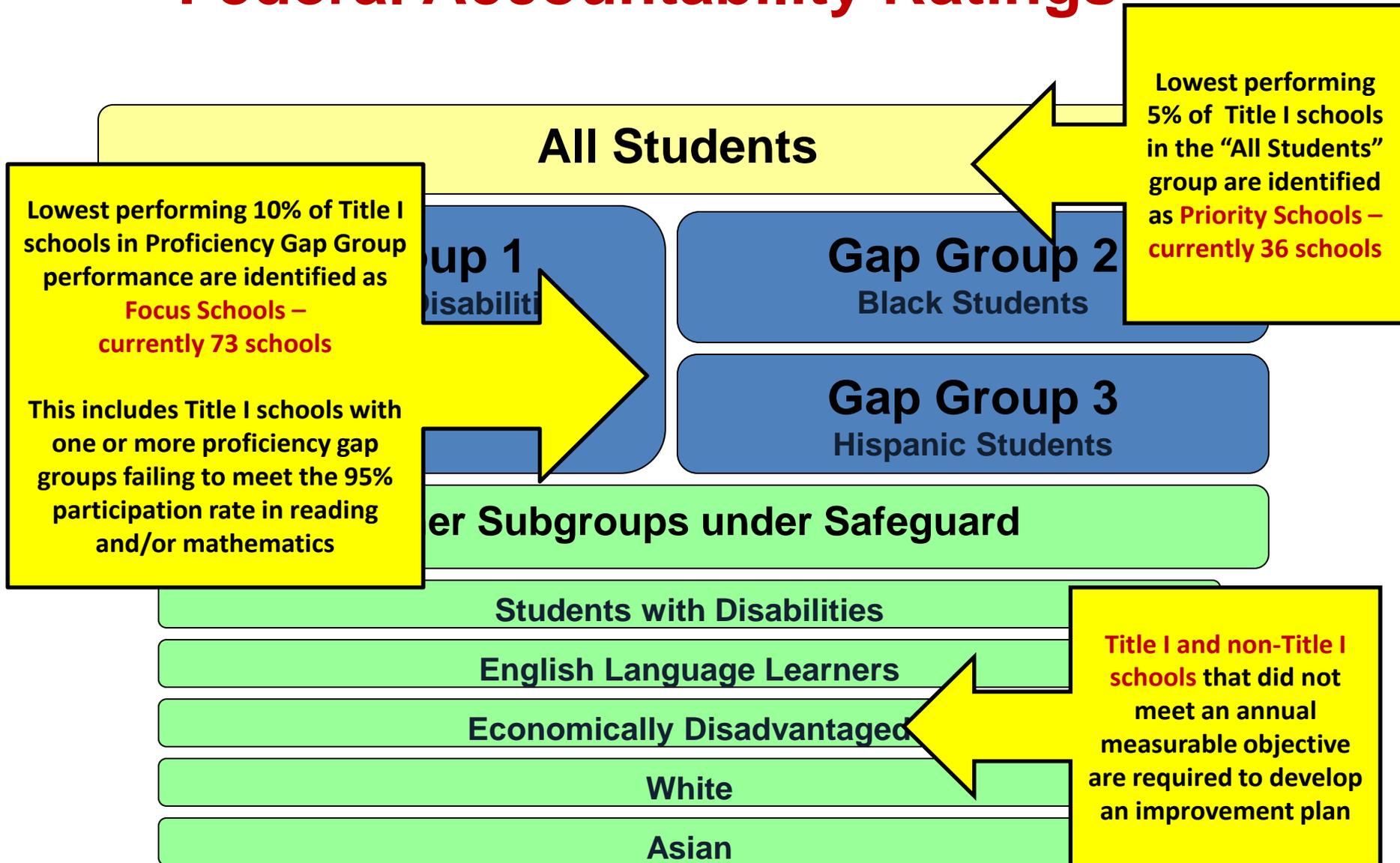
Virginia's annual objectives for mathematics culminate in Year 6 with student subgroups in all schools expected to achieve pass rates of 73 percent or higher.

**MATHEMATICS ANNUAL MEASURABLE OBJECTIVES (Percent Passing)**



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Accountability Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Assessment Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	61	64	66	68	70	73
Proficiency Gap Group 1	47	52	57	63	68	
Proficiency Gap Group 2 (Black Students)	45	51	56	62	67	
Proficiency Gap Group 3 (Hispanic Students)	52	56	60	65	69	
Students with Disabilities	33	41	49	57	65	
LEP students	39	46	53	59	66	
Economically Disadvantaged Students	47	52	57	63	68	
White Students	68	69	70	71	72	
Asian Students	82	Continuous progress				

# Federal Accountability Ratings



# Methodology for *Proficiency Gap Group* Calculation

- Virginia will rank order schools by *proficiency gap points*:
  - **Calculate difference** between the AMO target and each gap group's performance in reading and mathematics to determine proficiency gap points
  - **Sum the proficiency gap points** in reading and mathematics (exclude any group that exceeds or meets target)
  - **Rank schools** in order of the total number of average proficiency gap point
  - **Identify 10 percent** of Title I schools with the most gap points

# Establishing *Proficiency Gap Group* Points

Gap Group	Reading Target (AMO)	Reading Performance	Reading Performance Gap Points
Gap Group 1	73	74	NI*
Gap Group 2	76	66	10
Gap Group 3	75	64	11

\*NI – Not Included because the gap group met or exceeded the subject area target

# Establishing Proficiency Gap Group Points

Gap Group 1: **NI**

Gap Group 2: **10**

Gap Group 3: **11**

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Sum Groups: **21**

Divide by number of gaps: **21 / 2**

**Gap Points for Reading: 10.5**

# Schools with Highest *Proficiency Gap Group* Points

21 22 23 33 35 35 35 35 35 35 35 35 35 35 35  
GP  




Identify from the list of schools ranked by *proficiency gap points* a number equal to 10 percent of the state's total Title I schools = Currently 73 Schools

# Focus School Cohorts

**Cohort I Schools** –  
Identified in 2012

**Cohort II Schools** –  
Identified in 2013

**Cohort III Schools** –  
Identified in 2014

**Cohort IV Schools** –  
Identified in 2015

Focus schools are required to implement interventions for **two consecutive years**.

A school will exit the focus status if the following criteria are met:

- The school has made academic progress by decreasing the overall proficiency gap points at the end of the second year of identification; **AND**
- The school no longer falls into the bottom 10 percent of Title I schools for the subsequent school year based on proficiency gap points.

# Think – Pair – Share

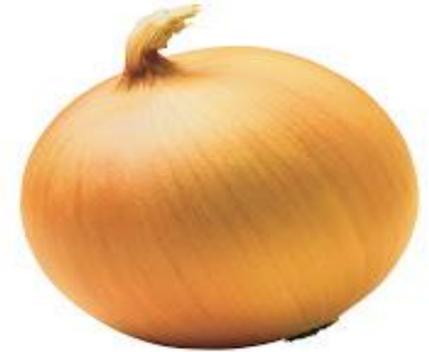


Is it possible for a school to be Fully Accredited and identified as a focus school? Why?

**The answer is as simple as an “onion.”**

# IT'S ALL ABOUT THE ONION

**State accreditation** ratings for schools are based on the aggregate pass rate = **the whole onion**



**Federal accountability** ratings for schools are based on the pass rates for groups of students (parts of the whole) = **the layers of the onion**

**Examples: Gap Group 1, students with disabilities, and ELL students**

# Focus School Requirements



**Office of School Improvement  
Focus Schools and Division Leadership Teams – Cohorts I - IV  
2015-2016 Checklist**

Date	Task
August 2015 – December 2015	Focus school principals and division contact persons will participate in their assigned Aligning Academic Review and Performance Evaluation (AARPE) Part II sessions – five sessions (August, September, October, November, and December).
September 14, 2015 Cohorts I – III only	Continuing focus school principals and division contact persons will participate in a webinar regarding requirements and procedures. Time: 10:00 a.m. – 11:00 a.m. Log-in: <a href="https://connect20.uc.att.com/vait/meet/?ExEventID=84055322&amp;CT=M">https://connect20.uc.att.com/vait/meet/?ExEventID=84055322&amp;CT=M</a> 1. Dial-in using the toll-free number (in USA): (877)873-8018. 2. When prompted, enter the Meeting Access Code: 4055322# To prepare in advance for the conference (for all devices): <a href="https://connect20.uc.att.com/vait/Prepare/">https://connect20.uc.att.com/vait/Prepare/</a> .
October 8, 2015 Cohort IV only	Principals of newly identified focus schools (Cohort IV) and their division contact persons will participate in the Focus Schools Conference to review the 2015-2016 required activities of focus schools.
October 2015 – May 2016	The division leadership team member assigned to each focus school will: <ul style="list-style-type: none"> <li>• Participate in the monthly division leadership team meetings;</li> <li>• Participate in the monthly school leadership team meetings to provide support and guidance;</li> <li>• Ensure monthly meeting agendas and minutes are posted via the state-determined improvement planning tool, Indistar®; and</li> <li>• Enter monthly coaching comments into Indistar® related to the school's improvement plan. The school leadership team will respond to the comments.</li> </ul>
November 6, 2015	The focus school principal will submit/upload the following via the Indistar® Dashboard: <ul style="list-style-type: none"> <li>• Data Query System Approval Form;</li> <li>• Adaptive Reading Assessment Approval Form;</li> <li>• Mathematics Student Growth Assessment Approval Form; and</li> <li>• Local educational agency's notification letter distributed to the parents of students attending the identified focus schools.</li> </ul>

All requirements for focus schools and the associated division leadership teams are included in the **2015 Checklist** available on the **OSI Web page** and the **Indistar® Dashboard**.

## Division Requirements

- **Collaborate** with OSI-approved personnel
- **Convene** a division leadership team including representatives of:
  - Title I
  - Instruction
  - Special education
  - English language learners
  - Principals of each focus school (optional)
- **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) **OR** another state-approved mathematics growth assessment
- **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 Phonological Awareness Literacy Screening (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?

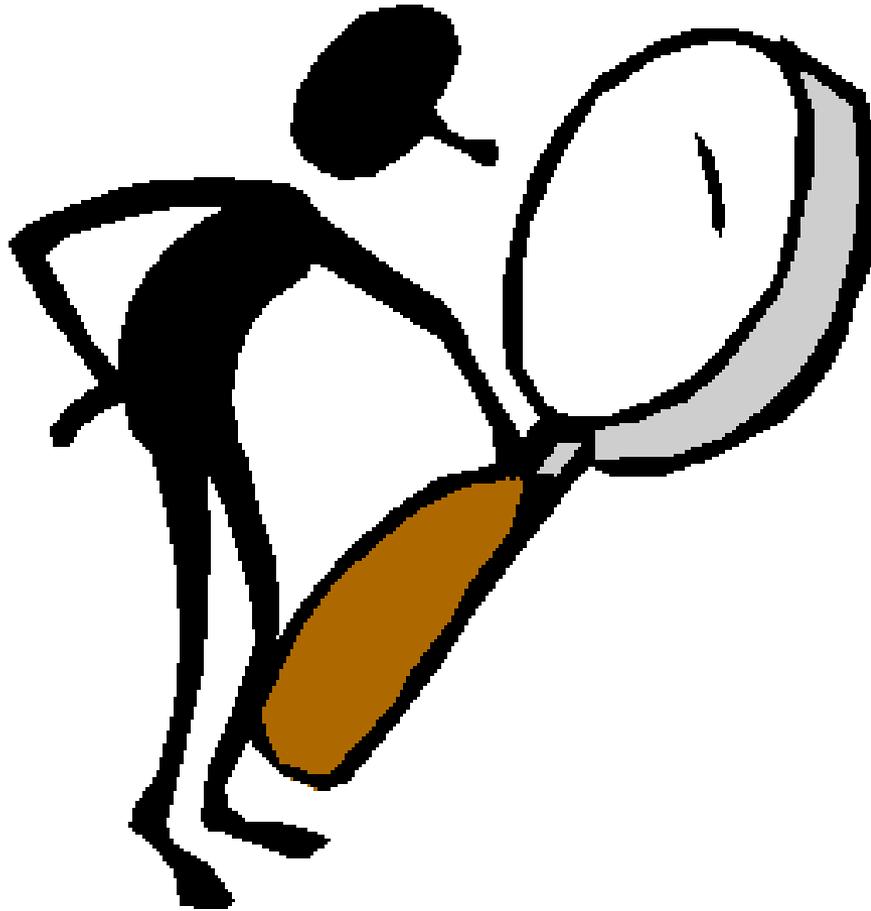
# OSI-approved Personnel Assigned to Local Educational Agencies



**Office of School Improvement (OSI) approved Personnel are a team of highly skilled educators trained and assigned to work with division teams to support schools. They provide guidance regarding the division's improvement efforts.**

**Activities that the OSI-approved Personnel will *coordinate* include :**

- **Conducting instructional walkthroughs**
- **Modeling teacher practices**
- **Modeling data analysis**
- **Assisting with the development and monitoring of division and school improvement plans**
- **Recommending additional technical assistance**



# Needs Sensing Interviews



The needs-sensing interview is a tool for **diagnosing needs** and **determining resources** that will be necessary to support improvement efforts of the identified focus school(s). OSI-approved personnel and the division leadership team will discuss several questions /prompts, and use the information to plan subsequent action steps for the school year.

<b>Participants</b>	<ul style="list-style-type: none"> <li>• Focus school principal(s)</li> <li>• Key division staff representing Title I, instruction, special education, and English language learners</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Virginia School Report Card for the 2015-2016 school year</li> <li>• Previous academic review reports</li> <li>• Division- and school-level improvement plans for the 2014-2015 school year</li> <li>• Intervention lesson observation feedback from the 2014-2015 school year</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Virginia School Report Card - <a href="http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml">http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml</a></li> <li>• Focus School Requirements - <a href="http://www.doe.virginia.gov/support/school_improvement/focus_schools/index.shtml">http://www.doe.virginia.gov/support/school_improvement/focus_schools/index.shtml</a></li> <li>• Student Growth Assessments - <a href="http://www.doe.virginia.gov/school_finance/procurement/student_growth_assessments/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/student_growth_assessments/index.shtml</a></li> </ul>

# Needs-Sensing Interview Process

## Step 1

- OSI-approved personnel will contact the division contact person to schedule the needs-sensing interview and inform him/her that the following documents will be reviewed during the meeting:
  - 1) Division- and school-level improvement plans
  - 2) Spring Standards of Learning (SOL) data – aggregate and proficiency gap group data
  - 3) Intervention lesson feedback from the 2014-2015 school year, if available (Cohort IV)
  - 4) Previous academic review reports

## Step 2

- Using the Needs-Sensing Interview Protocol, OSI-approved personnel will discuss the questions/prompts with the division leadership team, and review pertinent documents.

## Step 3

- OSI-approved personnel will record responses to the questions/prompts on the **Needs Sensing Interview Summary Report**, and submit it to Dr. Yvonne Holloman.

# Parental Notification

**A-16. What is the role of parents and the broader community in developing a request for, and then implementing, ESEA flexibility?**

An SEA developing a request for ESEA flexibility must meaningfully engage and solicit input from teachers and their representatives, as well as diverse stakeholders, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes (see D-2). An SEA must also consult with its Committee of Practitioners, which includes parents, regarding the information set forth in its request (see D-3). If the SEA's request for flexibility is granted, an **LEA with one or more priority schools must seek input from families and the community in selecting the meaningful interventions aligned with the turnaround principles that will be implemented in these schools.** Additionally, an LEA's interventions in priority schools must include ongoing mechanisms for family and community engagement (see C-37).

Under ESEA flexibility, **parents will continue to receive information** on their children's progress in meeting State academic achievement standards as well as their school's success in helping all students meet those standards. **Parents will know whether their children's schools are succeeding, by being identified as reward schools, or falling short, by being identified as priority or focus schools.** When schools fall short, parents can be assured that school leaders will adopt strategies focused on school needs and targeted towards the students most at risk.

The state-determined improvement planning tool (currently Indistar®) will “house” all required documents for focus schools and their respective division leadership teams.

**Improvement  
Plans –  
Division and  
School**

**ESEA Progress  
Monitoring  
Report**

**Quarterly  
Data Analysis  
Reports**

**Required  
Approval  
Forms**



# Schools principals should upload a copy of the Parental Notification Letter via the Document Upload feature of Indistar® Dashboard.

VIRGINIA DEPARTMENT OF EDUCATION

VA-test School  
Happy Hills Public Schools

Document Upload

School Bulletin Board

Share this guest login with building staff, school board, parents, and others  
Guest Login - Password / [guestva2309](#) - [guestva2309](#)

Share the Leadership Team login with the Leadership Team members  
Leadership Team Login - Password / [LTS2309](#) - [LTS2309](#)

Home Complete Forms Submit Forms/Reports Docs & Links

My Online Tool(s)	Description	
<a href="#">Virginia SIP - School Indicators</a>	The Virginia school improvement planning process for District and School Improvement Team	<a href="#">Review Progress</a>
<a href="#">Transformation Toolkit</a>	A set of indicators based on the Center on Innovation and Improvement's transformation toolkit that address all USED required actions for implementation of the transformational model. (For use by Cohort II and III and specific Cohort I schools.)	<a href="#">Review Progress</a>
<a href="#">High School Level Indicators</a>	A set of targeted indicators focused on the school's current practices that are critical to the rapid improvement of the graduation rate and academic achievement at the school level.	<a href="#">Review Progress</a>
<a href="#">Lead Turnaround Partner Requirements</a>	A set of indicators based on the RFP for Lead Turnaround Partners. (For use by specific Cohort I schools.)	<a href="#">Review Progress</a>

VA-test School - Document Upload

[Back to Dashboard](#)

Upload a New File...

7 - files uploaded of 75 - files allowed [Document Upload Instructions](#)

Folder (select a folder to view files)

- Professional Development Plan 0 file(s)
- Quarterly Data for Focus Schools 0 file(s)
- School Improvement Plan (October 1 due date to satisfy requirements for 8 VAC 20-131-310.) 0 file(s)
- Lincoln 4 file(s)
- Parent Letter 1 file(s)**

# Adaptive Reading Assessment

If a focus school does not have an **adaptive reading assessment** to determine **student growth at least quarterly**, one approved by the VDOE will be required for students who failed the SOL assessment in the previous year, with a particular focus on underperforming subgroups.

The selected **online computer adaptive testing (CAT) system** should administer assessments to determine each student's overall reading ability. The system must be able to **adjust the difficulty of questions** based on performance, and track the performance of individual students, classrooms, and the school over time. Students should be **grouped by tiers** for intervention based on the assessment results.

The assigned OSI-approved Personnel will monitor the LEA's implementation of this requirement on a quarterly basis.

The division may use a computer adaptive assessment from a vendor on the approved list of growth measure vendors. This list can be found at:  
[http://www.doe.virginia.gov/school\\_finance/procurement/student\\_growth\\_assessments/index.shtml](http://www.doe.virginia.gov/school_finance/procurement/student_growth_assessments/index.shtml)

All focus schools will be required to administer a **VDOE-approved adaptive reading assessment** to students.

Virginia

Focus Schools - Adaptive Reading Assessment Program

Directions: Per the ESEA Flexibility Waiver, focus schools are required to implement a VDOE-approved adaptive reading program to determine student growth at least quarterly. Please enter the requested responses below.

Page 1 of 1

School Name: Happy Hills Elementary School

Division: Happy Town Public Schools

1. Name of adaptive reading program:  
Station

2. Provide a brief description of the program:

3. Describe the inputs necessary to implement the program with fidelity:

a. Staff time		-----
b. Teacher/student ratio		-----
c. Setting: lab, classroom, or both		-----
d. Hours per week for students at each tier:	i. Tier 1	
	ii. Tier 2	

This form is available on the focus school's Indistar® Dashboard



# Mathematics Student Growth Assessment

All focus schools will be required to administer a mathematics assessment to students who failed the SOL assessment in the previous year, students with disabilities, and English language learners. Divisions may use the Algebra Readiness Diagnostic Test (ARDT) provided by VDOE OR a computer adaptive assessment from a vendor on the approved list of growth measure vendors. The state-provided ARDT employs a computer adaptive testing engine to help diagnose mathematical strengths and areas of challenge and to determine student proficiency in mathematics.

This list of state-approved growth measure vendors may be found at:  
[http://www.doe.virginia.gov/school\\_finance/procurement/student\\_growth\\_assessments/index.shtml](http://www.doe.virginia.gov/school_finance/procurement/student_growth_assessments/index.shtml)

Additional information regarding the ARDT may be found at  
[http://www.doe.virginia.gov/instruction/mathematics/middle/algebra\\_readiness/diagnostic\\_test/index.shtml](http://www.doe.virginia.gov/instruction/mathematics/middle/algebra_readiness/diagnostic_test/index.shtml)

All focus schools will be required to administer a **VDOE-approved mathematics student growth assessment** to students.

Virginia

Focus Schools - Mathematics Student Growth Assessment Approval Form

Page 1 of 1

**Directions:** Per the ESEA Flexibility Waiver, focus schools are required to administer a VDOE-approved mathematics assessment to determine student growth. Please enter the requested responses below.

School Name:

Division:

1. Name of mathematics student growth assessment:

2. Provide a brief description of the mathematics student growth assessment:

3. Does the assessment permit the user to determine student growth quarterly?

Yes  No

Office of School Improvement (OSI) use only:

Mathematics student growth assessment approved

Mathematics student growth assessment not approved

Reason(s):

This form is available on the focus school's Indistar® Dashboard



# Quarterly Data Reviews

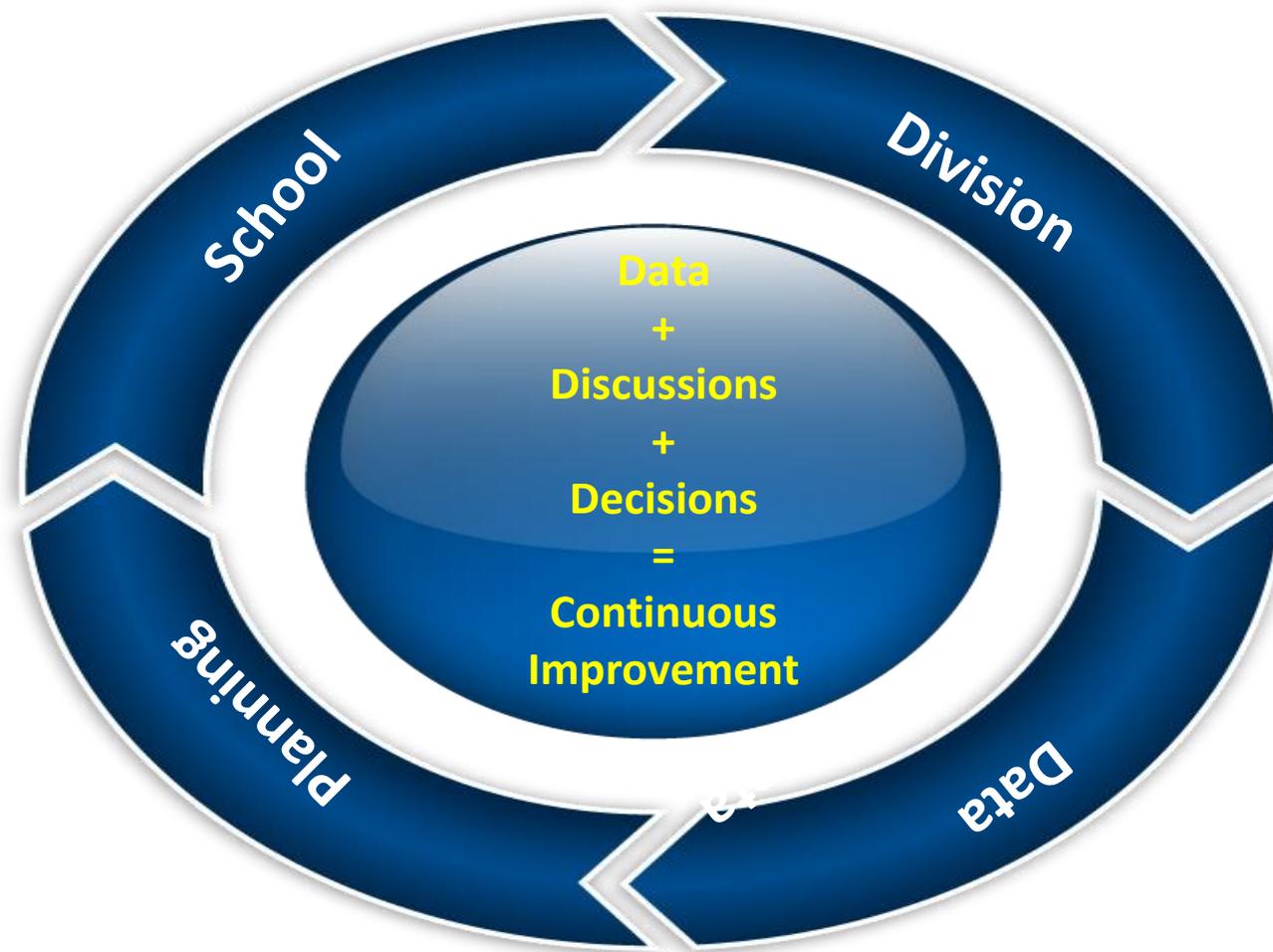
On a quarterly basis, focus schools will analyze the following data points regarding students at-risk of failure:

- **Student Report Card Grades in reading and mathematics**
- **Adaptive Reading Assessment and Mathematics Student Growth Assessment Data**
- **Student Attendance**
- **Student Discipline**
- **Data related to the Tier 2 or Tier 3 interventions provided to the student**



**The data provide a holistic view of the student**

Effective use of data is a critical component of the **continuous improvement cycle.**



All focus schools are required to utilize a **VDOE-approved Data Query System** to monitor the achievement of students receiving Tier 2 and 3 interventions.

Virginia

**Focus Schools – Data System Approval Form**

Per the ESEA Flexibility Waiver, focus schools are required to analyze a variety of data points on a quarterly basis using an electronic data query system. The **Virginia Dashboard - Datacation** or a **VDOE-approved data system** may be used to compile student data and track interventions. Please complete and submit this form via the Indistar Dashboard.

Page 1 of 1

<b>School Name:</b>	Happy Hills Elementary
<b>Division:</b>	Happy Town

1. Name of electronic data query system:  
**Note: If the Virginia Dashboard – Datacation is being used, please disregard questions 2-5.**

Virginia Dashboard - Datacationfda

2. Provide a brief description of the proposed electronic data query system:

fda

3. Will the proposed electronic data query system generate reports including the following:

This form is available on the focus school's Indistar® Dashboard



## Sample Spreadsheet

# **Third Grade Students Receiving Tier 2 interventions in Reading (Gap Group 1) – Roaring Reader Program**

	<b>Absences</b>	<b>Reading Grade</b>	<b>Adaptive Reading Assessment Data</b>	<b>Math Grade</b>	<b>Math Student Growth Assessment Data</b>	<b>Discipline Infractions</b>	<b>PALS Fall Benchmark (If applicable)</b>	<b>Transfer Student (Y/N)</b>
Student 1								
Student 2								
Student 3								
Student 4								
Student 5								
Student 6								
Student 7								

## Guidelines for Focus School Quarterly Data Analysis Report

NOTE: Completing the Quarterly Report should be a part of the School Improvement Team meetings in each school and documented in Indistar® meeting minutes.

Fill in the requested information.

Facilitator	
Division	
School	
Date	

Indicate the quarter for which you are reporting. Quarter:  First  Second  Third  Fourth

Respond to the following 3 prompts.

<p><b>1. Based upon analysis of all minimal required data points, and any additional data points the school has identified, which indicators or tasks will be added to your online plan? Identify the indicator and describe the newly assigned associated tasks.</b></p> <p><u>Directions for completing this section</u></p> <ul style="list-style-type: none"><li>• As a team, define the data points that are used for this report.</li><li>• Review the data as a team.</li><li>• After reviewing the data, this response can be a list that includes the Indistar® Indicator letter and number and the task(s) that will be added.</li></ul> <p>For example:</p> <ul style="list-style-type: none"><li>• <i>ID13- Grade level teams will use 6 summer days to unpack curriculum standards (grades K-3) and (grades 4-8) with support by four literacy and math coaches. Common formative and summative assessments will be developed for first quarter. Mastery criteria for assessments will be established for formative assessments.</i></li></ul> <ul style="list-style-type: none"><li>• Tasks can be copied and pasted from Indistar®.</li><li>• Comments under Tasks do not need to be included.</li><li>• Each quarter, include only tasks being added.</li></ul>
<p><b>2. What is the progress of your students needing intervention? Describe how the intervention process (identification of problem, data analysis, planning, implementation, monitoring, modification) has been modified based on data analysis for this quarter. What specific tiered interventions are being continued, discontinued, or implemented as a result of your data analysis?</b></p> <p><u>Directions for completing this section</u></p> <ul style="list-style-type: none"><li>• Response to this section will be inserted into the chart.</li><li>• It should be the same data that is in your school plan for indicators TA01 and TA02.</li><li>• Describe progress of students needing interventions in reading and math by grade level and subject as applicable to your school. (Reading Gr. 3, Math Gr. 3, etc.)</li><li>• Include tools used to identify students, number of students identified and at what level if</li></ul>

The **Focus School Quarterly Data Analysis Report** will be completed by the school leadership team and submitted via the Indistar Dashboard at the end of each quarter.

# BREAK

# **Collaborative Planning and VDOE Resources**

**Presenter: Dr. Samantha Hollins**

# **Building a Collaborative Program for English Language Learners (ELL)**

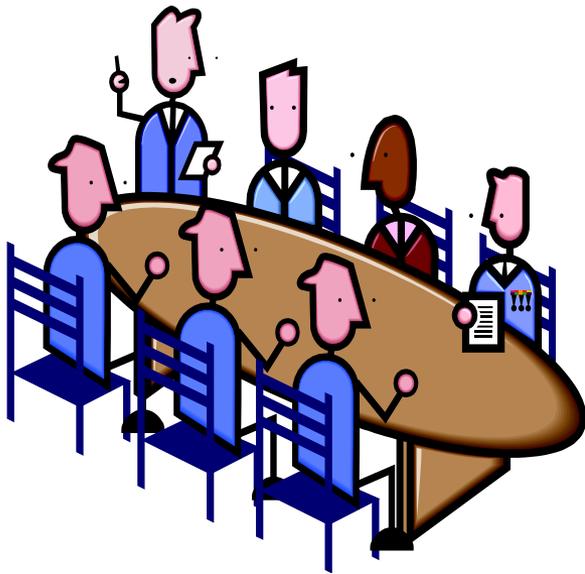
**Presenter: Ms. Judy Radford**

# Division Leadership Team

Per the ESEA flexibility waiver provisions, the division will be required to convene a **division leadership team** comprised of administrators or other key staff representing:

- **Title I**
- **Instruction**
- **Special education**
- **English language learners**
- **Principals representing each focus school (optional)**

The division leadership team will be tasked with **developing, implementing, and monitoring** the division improvement plan.



The **content-specific experts** and other division staff should **advise** the focus school teams regarding research-based interventions and **provide** additional resources to assist the school with meeting the needs of the identified proficiency gap groups.

# Prior to the Meeting



## 1. The OSI-approved personnel will review:

- Minutes from previous meeting(s) for accuracy and highlighting all items that require action
- Next steps from the previous division leadership team meeting
- Division Indistar® plan (progress monitoring of tasks)
- VDOE OSI timeline calendar for upcoming due dates to include on an upcoming agenda

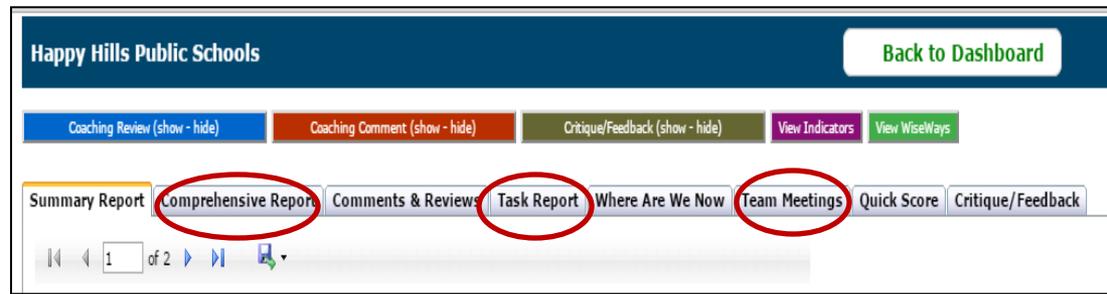
## 2. The OSI-approved personnel will send to the division contact person:

- Agenda items (with person responsible and suggested time frames for each item) to be added to the agenda for the upcoming meeting
- “Next steps” due by the next meeting

## 3. The OSI-approved personnel will request that the division contact person :

- Develop an agenda (including person responsible and suggested time frames)
- Inform OSI-approved personnel, in writing, of all members who will not be able to attend the monthly division leadership team meeting.

# During the Meeting



The **division contact person** leads the meeting and reviews the meeting agenda.

During the initial meeting, **norms** should be developed regarding expectations (i.e., attendance, engagement during meetings, preparation for meetings).

When appropriate, an **agenda item** should include the status of requested technical assistance/AARPE Part 2 next steps. Each agenda item should be presented by the assigned team member.

The **division and school Indistar<sup>®</sup> plans** should be provided to all participants electronically (i.e., projected onto a screen).

The division leadership team **reviews meeting minutes** from previous meeting for accuracy.

# Following the Meeting



OSI-approved personnel will:

- Provide follow-up communication via **Coaching Comments** in Indistar<sup>®</sup> from each meeting to the division contact person. This follow-up communication may provide an opportunity to reinforce a strategy or concept that was discussed during the recent visit.
- Maintain consistent communication with the division contact person concerning any information requiring feedback and/or clarification.

# Improvement Plan Requirements



**What is the purpose of an improvement plan for focus schools?**

**To develop, implement, and monitor interventions for the proficiency gap group(s) causing the school to be identified as a focus school**



## School Improvement Planning for Focus Schools

The **development, implementation, and monitoring** of improvement plans involve a laser-like focus on the nexus between strategies and data. To this end, focus schools and their respective divisions will review data on a consistent basis to determine the effectiveness of strategies embedded within their plans. The Indistar® Web-based planning tool, in combination with quarterly review of data, will provide teams with **tools** to affect change at both the school- and division-level.

The following questions, developed by Edie Holcomb, represent the **phases or stages** of the school improvement process, and will serve as the foundation of the process:

- **Where are we now? What caused your school to be identified as a focus school?**
- **Where do we want to go? What indicators will be selected?**
- **How will we get there? What strategies (tasks) will be developed to support the selected indicators?**
- **How will we know we are (getting) there? What quarterly data will your team review?**
- **How will we sustain focus and momentum? How will your team use the quarterly data to modify your strategies (tasks)?**

School- and division-level teams will be required to develop improvement plans using the state-determined improvement planning tool, Indistar®



Dashboard  
**VA-test School**  
 Happy Hills Public Schools

 School Bulletin Board

 Document Upload

Share this guest login with staff, school board, parents, and others  
 Guest Login - Password / **guestva2309 - guestva2309**

Share the Leadership Team login with the Leadership Team members  
 Leadership Team Login - Password / **LTS2309 - LTS2309**

- Home
- Complete Forms
- Submit Forms/Reports
- Docs & Links

My Online Tool(s)	Description	
 <a href="#">Virginia SIP - School Indicators</a>	The Virginia school improvement planning process for District and School Improvement Team	<a href="#">Review Progress</a>
 <a href="#">Transformation Toolkit</a>	A set of indicators based on the Center on Innovation and Improvement's transformation toolkit that address all USED required actions for implementation of the transformational model. (For use by Cohort II and III and specific Cohort I schools.)	<a href="#">Review Progress</a>
 <a href="#">High School Level Indicators</a>	A set of targeted indicators focused on the school's current practices that are critical to the rapid improvement of the graduation rate and academic achievement at the school level.	<a href="#">Review Progress</a>
 <a href="#">Lead Turnaround Partner Requirements</a>	A set of indicators based on the RFP for Lead Turnaround Partners. (For use by specific Cohort I schools.)	<a href="#">Review Progress</a>
 TEST for forms only		<a href="#">Review Progress</a>

# State-determined Improvement Plan (currently Indistar®) Six-Step Process

- A Web-based tool for **assessing, planning, implementing**, and **monitoring** progress toward the improvement school 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

**Indistar®** is premised on the firm belief that district and school improvement is best accomplished when directed by the people **closest to the students**. While the state provides a framework for the process, each district team and school team applies its own ingenuity to achieve the results it desires for its students—students it knows and cares about.

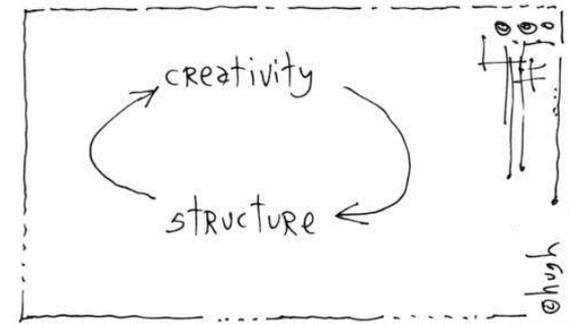
# Indicators of Effective Practice

in-di-ca-tor [in-di-key-ter] (noun) A pointer or a gauge for assessing progress toward the destination.

**Indicators** provide the structure for building a continuous school improvement plan, while still allowing each school flexibility and creativity on how it implements the plan. Indicators point the way toward effective practices.

## Indicators are:

- Guideposts for effective practice
- Plain language, behavioral (Who does what?)
- Aligned with research base (Wise Ways)
- Drivers of planning and improvement



# Focus schools will use one of the two lists of indicators below to develop their improvement plans.

## Cohorts I, II, and III



## Rapid Improvement

Virginia / Support for School Improvement (SSI)	
Indicator Report - School Indicators	
Virginia SIP - Rapid Improvement	
<b>School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning</b>	
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (36)
ID02	All teams have written statements of purpose and by-laws for their operation. (37)
ID03	All teams operate with work plans for the year and specific work products to produce. (38)
ID04	All teams prepare agendas for their meetings. (39)
ID05	All teams maintain official minutes of their meetings. (40)
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (41)
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
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)
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)
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. (48)
<b>School Leadership and Decision Making - Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>	
IE05	The principal participates actively with the school's teams. (56)
IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (57)
IE07	The principal monitors curriculum and classroom instruction regularly. (58)
IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)
IE09	The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)
IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)

## Cohort IV



## Transformation Toolkit

Virginia / Virginia Indistar	
Indicator Report - School Indicators	
Required Indicators - Priority Schools...assess all plan all except K11 if full	
Transformation Toolkit	
<b>Transformation Toolkit - Strand A: Establishing and Orienting the District Transformation Team</b>	
A3	The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (882)
<b>Transformation Toolkit - Strand B: Moving Toward School Autonomy</b>	
B2	The LEA has reoriented its culture toward shared responsibility and accountability. (885)
B4	The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (887)
<b>Transformation Toolkit - Strand C: Selecting a Principal and Recruiting Teachers</b>	
C1	KEY The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (890)
C6	KEY The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (895)
C8	KEY The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (897)
<b>Transformation Toolkit - Strand D: Working with Stakeholders and Building Support for Transformation</b>	
D1	The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (898)
D3	KEY The LEA/School has engaged parents and community in the transformation process. (901)
<b>Transformation Toolkit - Strand E: Contracting with External Providers</b>	
E5	KEY The LEA has negotiated contracts with providers, including goals, benchmarks, and plans to manage assets. (913)
E6	KEY The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and

Focus schools are required to develop improvement plans including tasks associated with the targeted intervention indicators (TA01, TA02, and TA03) and two additional indicators of their choice – a total of five indicators.

### Targeted Intervention Indicators of Effective Practice

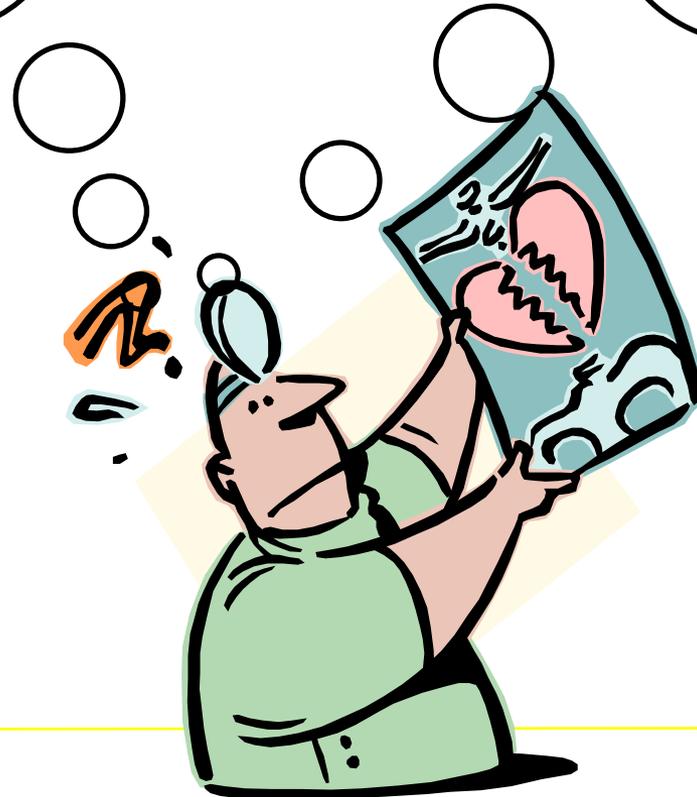
<b>TA01</b>	The school uses an <b>identification process</b> (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
<b>TA02</b>	The school uses a <b>tiered, differentiated intervention process</b> 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).
<b>TA03</b>	The school uses a <b>monitoring process</b> (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.

The **indicator** is the **diagnosis (What?)**.

- What needs to change at the school?

The **task** is the **prescription (How?)**.

- How will the school institute the change?



The school leadership team at Happy Hills Elementary selected the following rapid improvement school indicator to include in their improvement plan:



**IID11** - Instructional Teams will review the results of unit pre/post tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

← **What?**

Prior to developing tasks, the **school leadership team** will review the **Wise Ways® research brief** and **other related research** to determine the literal meaning of the indicator.

The Wise Ways® research brief will also provide ideas for tasks that could be included in the improvement plan.

A link to the **Wise Ways® research brief** is always located **above** the indicator.

VA-test School Virginia

Create - Team Creates & Revises Objective Plans

 Back to Main Menu

For each plan, the team will assign a leadership team member to monitor the plan, set a target date for completion, and create a series of tasks to reach full implementation. Each task created will also be assigned and have a target date by which it will be complete or become routine.



Help

[Back to All Objectives](#)

[Wise Ways®](#)

IID11 -

Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

Wise Ways® / Center on Innovation & Improvement

**Indicator:** Instructional Teams review the results of unit pre-/post tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of the early mastery of objectives). (109)

**Evidence Review:**

In an effective system, teachers, working in teams, build the taught curriculum from learning standards, curriculum guides, and a variety of resources, including textbooks, other commercial materials, and teacher-created activities and materials. Instructional Teams organize the curriculum into unit plans that guide instruction for all students and for each student. The unit plans assure that students master standards-based objectives and also provide opportunities for enhanced learning.

A unit of instruction is typically three to six weeks in length and is organized by grade level or course sequence. To pool teacher expertise and create a shared curriculum, an Instructional Team can develop a unit plan. This process allows teachers who teach the same course to share their expertise and create a unit plan that is organized by purpose and content.

The unit plan is a document that describes the unit of instruction and the standards that will be taught. It also includes the standards that will be used to assess student learning.

1. Determine the standards that will be used to assess student learning.
2. Identify the standards that will be used to assess student learning.
3. Develop a unit plan that describes the unit of instruction and the standards that will be taught.
4. Arrange the standards that will be used to assess student learning.
5. Determine the standards that will be used to assess student learning.
6. Consider the standards that will be used to assess student learning and constructs criteria for mastery.
7. Develops a unit plan that describes the unit of instruction and the standards that will be taught and would provide evidence of mastery consistent with the criteria established.

Examples of Objectives in a Unit Plan

Target Objective: The student will be able to name the four primary directions on a navigational compass. (This is an objective at the level of general knowledge.)

Criteria for Mastery: Given a blank compass face, the student will write the name of the four primary directions in the correct locations.

**Sample Wise Ways®**

**IID11** – Instructional Teams will review the results of **unit pre/post-tests** to make **decisions** about the **curriculum and instructional plans** and to **"red flag" students** in need of **intervention** (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

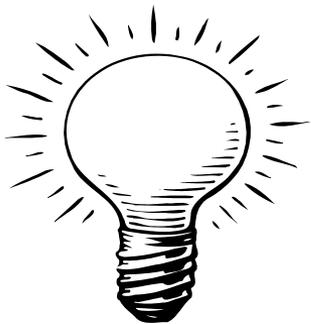
(Remember, an **indicator** tells you *what* will happen.)

### Tasks developed by the Happy Hills Elementary School Leadership Team

(Remember, a **task** tells you *how* the indicator will be accomplished.)

**Task #1:** The Happy Hills Division Assessment Specialist will provide a series of **formative assessment workshops** regarding the development and use of unit pre- and post-tests in reading on **the first and second Monday of each month**

(November 2011-January 2012).



***Who + What + When = Robust Task***

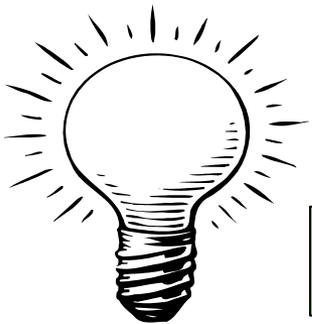
**IID11** – Instructional Teams will review the results of **unit pre/post-tests** to make **decisions** about the **curriculum and instructional plans** and to **"red flag" students** in need of **intervention** (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

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

### Tasks developed by the Happy Hills Elementary School Leadership Team

(Remember, a **task** tells you *how* the indicator will be accomplished.)

**Task #2:** Instructional teams will meet for an extended planning block (4 hours) on the **4th week of each month** (January 2014-September 2014) to develop unit pre- and post-tests in reading. Meeting schedule: Mon. K-1; Tues. 2nd; Wed. 3rd; Thurs. 4th; Fri. 5th.



***Who + What + When = Robust Task***

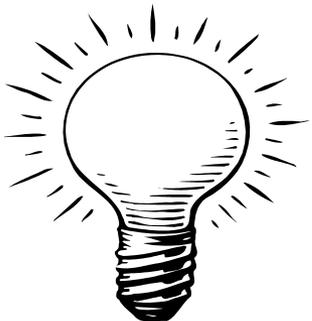
**IID11** – Instructional Teams will review the results of **unit pre/post-tests** to make **decisions** about the **curriculum and instructional plans** and to **"red flag" students** in need of **intervention** (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

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

Tasks developed by the Happy Hills Elementary School Leadership Team

(Remember, a **task** tells you *how* the indicator will be accomplished.)

**Task #3:** On a **monthly basis**, the **Happy Hills Elementary lead reading teacher and the Title I reading specialist** will **review unit pre- and post-tests** developed by the instructional teams, and **provide feedback**.



***Who + What + When* = Robust Task**

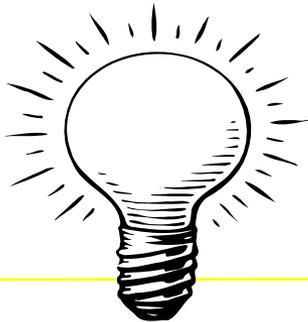
**IID11** – Instructional Teams will review the results of **unit pre/post-tests** to make **decisions** about the **curriculum and instructional plans** and to **"red flag" students** in need of **intervention** (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

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

### Tasks developed by the Happy Hills Elementary School Leadership Team

(Remember, a **task** tells you *how* the indicator will be accomplished.)

**Task #4:** Instructional teams will administer unit pre- and post-tests to students **before and after units of instruction in reading**. They will meet during their common planning time to disaggregate the data and assign students to the appropriate intervention groups for reading instruction.



***Who + What + When* = Robust Task**

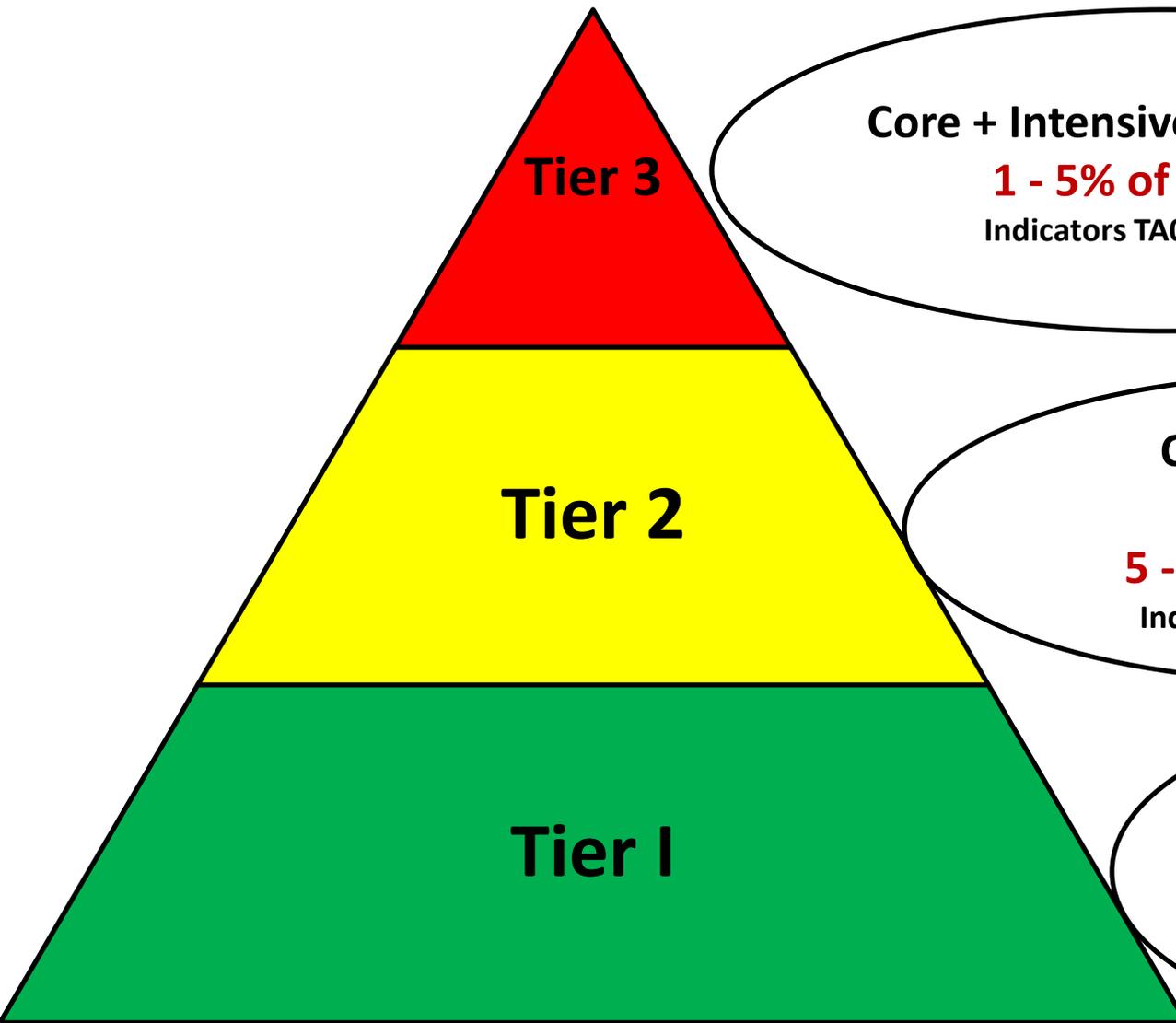
# Targeted Intervention Indicators

**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.

Focus schools administer:

- an **adaptive reading assessment** to determine student growth on a quarterly basis **AND**
- the Algebra Readiness Diagnostic Test (ARDT) **OR** a **VDOE-approved mathematics student growth assessment**

# Tiered Interventions Pyramid



Core + Intensive intervention

**1 - 5% of students**

Indicators TA02 and TA03

Core + Targeted  
intervention

**5 - 10% of students**

Indicators TA02 and TA03

Core Instruction  
All students receive  
universal screening  
**80 - 90% of students**  
Indicator TA01

**Tasks for indicator TA01 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?**

**TA02:** 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).

Based on the results of the adaptive reading and mathematics assessments, students are assigned to tiered, research-based interventions.

Focus schools are required to develop **an intervention strategy** for students with an emphasis on the identified proficiency gap groups:

- **Gap Group 1**: Students with disabilities, English language learners, and economically disadvantaged
- **Gap Group 2**: Black students, not of Hispanic origin\*
- **Gap Group 3**: Hispanic students, of one or more races\*

\* to include students with disabilities, English language learners, and economically disadvantaged students

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Students</b>	All	Targeted	<b>Specifically Targeted</b>
<b>Instructor(s)</b>	Classroom Teacher	Classroom Teacher + Specialists	<b>Classroom Teacher + Specialists + Additional staff</b>
<b>Location</b>	Classroom	Classroom, small group setting, lab, etc.	<b>Small group setting, lab, etc.</b>
<b>Intensity</b>	Daily Instruction	3 to 4 days a week	<b>Based on need and daily</b>
<b>Grouping</b>	Large/Small	Small (2 to 5 students) per group	<b>Smaller and individualized</b>
<b>Monitoring</b>	Universal screening 3 x year	Remediation of skills 1 to 3 times per week	<b>Daily – focused learning</b>
<b>Curriculum</b>	General	General	<b>General</b>
<b>Instruction</b>	High quality and Differentiated	Target specific deficits	<b>Individualized based on learner needs</b>

**Tasks for indicator TA02 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?**

**TA03:** 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.

- **School teams will identify the process for monitoring interventions referenced in indicator TA02. How will they determine the effectiveness of the interventions? What formative data will be collected?**
- **Focus school principals, division contact persons, and OP will **observe targeted intervention lessons** and provide explicit feedback to teachers. The observations are a component of the Aligning Academic Review and Performance Evaluation (AARPE) requirements.**
  - **Tasks developed as a part of indicator TA02 will inform the division leadership team regarding observation foci (i.e., small group mathematics lessons about place value).**

**Tasks for indicator TA03 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 collected to determine the effectiveness of the interventions provided to identified students?**

# Meet Suzette



- She is a **third grade student** at Happy Hills Elementary which has been identified as a focus school.
- Based on the **Happy Town adaptive reading assessment** and the **Phonological Awareness Literacy Screening (PALS)** result, **TA01** has been identified for Tier 2 interventions.
- The results of the **Happy Town mathematics diagnostic assessment** indicate that she needs Tier 3 interventions.
- Her teacher provides the following research-based interventions included in her Individualized Intervention Plan (IIP):
  - **Roaring Reader intervention program** – small group lessons led by her classroom teacher 3 to 4 days per week during **TA02** minute language arts block.
  - Small group math lessons led by her teacher 3 to 4 days per week and 15-20 minutes per day on the **Magnificent Math computer adaptive program**.
- On a bi-monthly basis, her principal **conducts classroom observations** of the intervention lessons and **provides explicit feedback** to her teacher. **TA03**
- On a monthly basis, her **teacher meets with the administrator** to analyze her intervention data and review work samples.
- On a quarterly basis, the **Student Support Team** meets with her teacher and mother to review her response to interventions included in her IIP.

# Revising an Improvement Plan – Focus Schools

**Step 1:** Review the **student performance data** from the previous year (i.e., 2015 SOL scores, Spring PALS data). Emphasize information regarding **the performance of students who received Tier 2 and 3 interventions** during the 2014-2015 school year as well as the **proficiency gap group(s)** causing the school to be identified as a focus school during the previous and current year, if applicable.

**Step 2:** Review the **tasks** associated with the **required indicators** (TA01, TA02, and TA03) and **determine the success** based on the **student performance data** (i.e., students meeting the PALS Spring benchmark, students passing the SOL assessments in reading and mathematics). **Repeat this process with the additional two indicators selected.**

**Step 3:** **Update or develop new tasks** associated with the indicators. The school leadership team may **opt to discontinue working** with the **two additional indicators** selected during the previous year, and **select two new indicators.**

**Note: The division leadership team will update/create the division's improvement plan based on the updated focus school(s) improvement plan(s).**

# Options for Updating Improvement Plans

## Option A

The school leadership team may **revise** the task by **adding additional information**. This may be accomplished by returning to the “**Create School Plan**” component of the Main Menu.

## Option B

The school leadership team may enter **comments** regarding their **efforts to implement the task** (including related data) and indicate that it will be discontinued. This may be accomplished by returning to the “**Monitor School Plan**” component of the Main Menu. A **new task** will need to be created.

Arkansas AR-Support  
Main Menu

Resources & Reports

Plan Your Meeting

AR-test School School Leadership Indicators (RI)  
AR-test District, AR

Edit School Information

Principal  
Mr. Jamie Russell - x  
Process Manager

New Look for Indistar  
Click here to see what's new...

Coaching Comments

Where Are We Now?

Help

8

07/29/12

Demographics

Assessment 09/29/11

Mr. S S  
Consultant to School  
S@email.com

For technical questions concerning this tool contact us at [indistar@adi.org](mailto:indistar@adi.org)

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adi

**Option A:** Add additional information to an existing task by revisiting the **Create School Plan** component. Select the task, and edit the information. Save your work.

Action Plan - Windows Internet Explorer provided by Virginia IT Partnership

http://www.centeri.org/SchoolRestructuring/SchoolActionPlan.aspx

File Edit View Favorites Tools Help

Google search Share More Sign In

VDOE Virginia Department of Education

Action Plan

Objective: **IF08** [View Items](#)

*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**

- Assign a team member to manage and monitor your work toward this objective.
- 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.
- Establish a date by which your description above will be a reality.
- Edit information in items 1 - 3 above.
- 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.

Done

Internet

100%

start

Inbox - Microsoft O...

C:\Documents and ...

focusschoolindistar...

My Dashboard - Wi...

Action Plan - Windo...

1:11 PM

Arkansas AR-Support  
Main Menu

Resources & Reports Plan Your Meeting

AR-test School School Leadership Indicators (RI)  
AR-test District, AR

Principal  
Mr. Janie Russell - x  
Process Manager

Edit School Information

New Look for Indistar  
Click here to see what's new...

Assess School Indicators  
Last Update: 07/29/12  
Progress: 1 of 82

Monitor School Plan  
Last Update: Progress: 0 of 0

Create School Plan  
Last Update: Progress: 0 of 0

Coaching Comments Where Are We? Help

School Team 07/29/12 Demographics Assessment 09/29/11

Mr. S S  
Consultant to School  
S@email.com

For technical questions concerning this tool contact us at [Indistar@adi.org](mailto:Indistar@adi.org)

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Option B: Revisit the **Monitor School Plan** component. Enter **comments** regarding **efforts to implement the task** (including related data) and indicate that it will be discontinued.

Monitor Action Plan

http://www.centeri.org/SchoolRestructuring/SchoolActorPlanMonitor.aspx

Describe how it will look when this objective is being fully met in your school:  
By June 2013, 100% of Happy Hills Elementary teachers will have a job-embedded, individualized professional development plan that addresses identified areas of need.

Assigned to: **Hilda Core** Objective Target Date: **06/21/2013**

**MONITOR PLAN**

**Update or Complete Task Status**

1. Update task comments as necessary.
2. Enter "Completed date" (mm/dd/yyyy) when task has been completed.
3. Click "Save/Update" to save changes.

Note: Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working toward meeting the objective.

Task: 2 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

Comments: October 12, 2010 - The Happy Hills Elementary administrators developed PLT groups. During a meeting on October 10, 2010, the school leadership team reviewed the PLT group plan and decided to create two additional groups based on teacher self-assessment. The two new groups are: 1) use of virtual manipulatives and 2) Use of the SmartBoard

Completed date: 10/12/2010

Save / Update Cancel Delete this task

Done

start

Inbox - Microsoft O... C:\Documents and ... focusschoolindistar... My Dashboard - Wi... Monitor Action Plan ... 1:14 PM

# Division Improvement Planning



# 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 improvement 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 school(s)**.

**Focus schools are required to develop, implement, and monitor improvement plans associated with the targeted intervention indicators (TA01, TA02, and TA03).**

### Targeted Intervention Indicators of Effective Practice

<b>TA01</b>	The school uses an <b>identification process</b> (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.
<b>TA02</b>	The school uses a <b>tiered, differentiated intervention process</b> 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).
<b>TA03</b>	The school uses a <b>monitoring process</b> (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.

# Aligning Division- and School-level Improvement Plans

**Step 1:** The **division leadership team** will review the **school indicators** selected by **each focus school (including the three targeted intervention indicators)** 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 indicators selected by each focus school.

**Step 3:** The **division leadership team** will develop **tasks** for each selected district improvement 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

Selected Rapid Improvement School Indicators	Focus Schools	Aligned District Improvement Indicators
ID13	Happy Town ES; Happy Hollow ES	IA10
TA03	Happy Hollow ES; Happy Town ES; Happy Hills ES	IA13
TA01	Happy Hollow ES; Happy Town ES; Happy Hills ES	IC06
TA02	Happy Hollow ES; Happy Town ES; Happy Hills ES	IB07



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 **identify students for intervention in reading and mathematics**. As a result, the following indicator was selected for inclusion in the school improvement plan:

**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.

**Question:** What district improvement indicators could the Happy Hills division team include in their improvement plan to support the school's selected indicator?

# Assignment

Work with a partner to review the *Happy Hills Division Improvement Plan* and answer the following questions.

- 1) What focus schools are associated with the Happy Hills School Division?
- 2) Which proficiency gap group(s) caused each school to be identified as a focus school?
- 3) Was there alignment between the division's plan and the schools' plans? How do you know?

<http://www.online-stopwatch.com/eggtimer-countdown/full-screen/>

# Feedback to Division- and School-level Teams

Page 97 of the ESEA Flexibility Waiver stipulates:

*To allow the state to better monitor school improvement progress throughout the school year and over the course of the interventions, division teams and school teams of focus schools are currently required to use a state-determined comprehensive planning tool. Currently, Indistar®, is the state-determined tool. It is an online portal created and managed by the CIL.*

*A state-determined comprehensive planning tool is required for focus schools and division staff to **develop, coordinate, track,** and **report** division- and school-level improvement activities.*

# Coaching Comments



**OSI-approved personnel and division leadership team members assigned to focus schools** will enter coaching comments regarding the following:

- Implementation of tasks
- Monitoring of tasks
- Preparations for upcoming meetings
- Suggestions/commendations to the division leadership team
- Next steps

**The school improvement plan** is monitored by the **assigned division leadership team member**.

**The division improvement plan** is monitored by the **assigned OP**.

**Coaching Comments** are meant to be specific comments and/or suggestions in relation to an indicator or area of leadership team planning (i.e., team meetings, forms, updates).

The interface features a navigation toolbar at the top with icons for: Back to Main Menu, Assess, Create, Monitor, Spotlight, Information Mission & Goals, School Team, Demographics, Assessment, Coaching Comments (circled in red), and Team Agent & Minute. Below the toolbar are additional icons for Where Are We Now?, Resources, Worksheets, and Reports.

The central workflow diagram shows three main stages: **Assess** (Team Assesses Indicators), **Monitor** (Team Monitors Progress), and **Create** (Team Creates & Revises Objective Plans). These stages are connected by arrows in a clockwise cycle around a central **Theory of Action** icon. The **Assess** stage includes the text: "Last Update: 04/30/2014", "Progress: 19 of 117", and "5 indicators to re-assess". The **Monitor** stage includes: "Last Update: 01/16/2014" and "Progress: 3 of 10". The **Create** stage includes: "Last Update: 07/10/2014" and "Progress: 10 of 17".

On the right side, there is a **Snapshot** panel with a "Close Toolbar" button. The snapshot data is as follows:

<b>New Celebration Report --&gt;</b>	<a href="#">Celebrate Our Success!</a>
Last login:	10/01/2014
Last coaching comment received:	<a href="#">08/11/2011</a>
Last Leadership Team Meeting:	<a href="#">10/22/2013</a>
Last Indicator assessed:	03/20/2014
Last Task added:	03/20/2014
Number of Objectives past due:	<a href="#">8 (view)</a>
Number of Tasks past due:	<a href="#">21 (view)</a>
Number of Tasks due in the next 30 days:	<a href="#">0 (view)</a>
<a href="#">Where are we now Report</a>	

Below the snapshot, there is a contact information section:

- Principal:** Mr. Michael James - sbenedict@adi.org
- Process Mgr.:** Mr. John Happy, Jr. - sbenedict@adi.org
- Mrs. Yvonne Holloman** - steph@email.com
- Mrs. Yvonne Holloman** - yvonne.holloman@doe.virginia.gov

# Procedures for Entering Coaching Comments

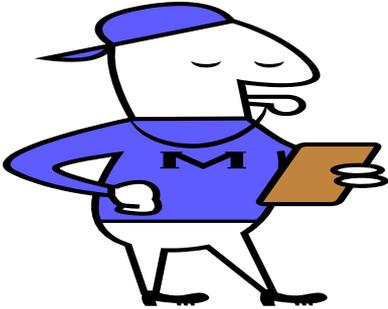


**Step 1:** Division leadership team member/OP will review the division/school improvement plan, and enter detailed comments about the areas of strength (“glows”).

## Examples:

- Your improvement team did a great job developing a school-specific matrix for identifying students at each tier. This will ensure consistency throughout the building. I am looking forward to our upcoming meeting to discuss students who have been identified for Tier 2 and 3 interventions in reading.*
- I have reviewed the status comments for tasks associated with indicator TA03. It appears that the Student Intervention Team process is quite successful based on the movement of 15% of your students from a Tier 3 intervention level to a Tier 2 intervention level in reading.*

# Procedures for Entering Coaching Comments

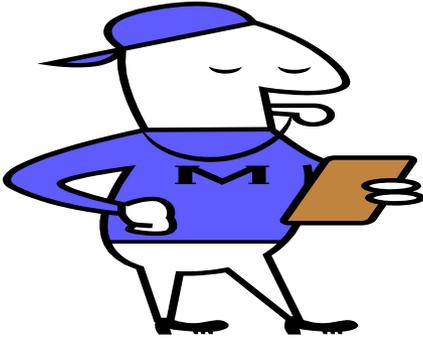


**Step 2:** Division leadership team member/OP will ask **probing questions** about the series of tasks or status comments.

## Examples:

- *How is your division leadership team planning to provide support to Happy Town ES regarding implementation of extended planning time for each grade-level? This task was recently added to their school improvement plan. Have you considered the possibility of adding a task to the division's improvement plan regarding this?*
- *Based on the low attendance at the Happy Hills After-School Tutorial Program as reported in your status comments for task 3 (TA02), what alternatives have your team members discussed? Would you like to add this as an agenda item for next week's meeting?*

# Procedures for Entering Coaching Comments

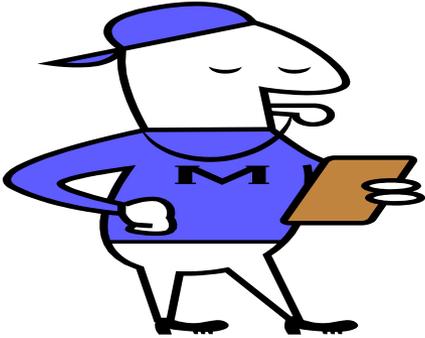


**Step 3:** Division leadership team member/OP will include detailed information about areas for improvement (“grows”).

## Examples:

- *During the quarterly data review meetings with schools, it would be helpful to have a copy of the division’s improvement plan available. This will assist your division team with ensuring that tasks are evaluated and revised based on student performance data.*
- *While reviewing the school improvement plan tasks for indicator TA02, I noted that tasks associated with interventions for students only included references to programs. Your team may want to consider adding a task regarding professional development for teachers to assist them with providing Tier 2 interventions. This will build their capacity.*

# Procedures for Entering Coaching Comments



**Step 4:** Division leadership team member/OP will suggest **next steps** for the improvement team to complete.

## Examples:

- Prior to our upcoming meeting, please review with your staff members the status of tasks for indicator IF08. Based on the monitoring comments, there appears to be a need for additional professional development regarding use of virtual manipulatives. You may enter comments relative to the discussion into the monitoring component of your plan. Jane Doe is scheduled to join us for the meeting in an effort to provide additional math support to your teachers.*
- It appears that your improvement team has completed all tasks associated with indicator IA13. Please revisit the “Create Division Plan” component and determine whether the description entered under “How will it look when fully implemented?” accurately describes the current state of implementation.*

# Sample Coaching Comments

Summary Report Comprehensive Report **Comments & Reviews** Task Report Where Are We Now Team Meetings Quick Score Critique/Feedback

## Respond to Coaching Comment

2 of 2

<i>Coach (CD)</i>	<i>11/14/13</i>	<i>Yvonne Holloman</i>	<i>Monitor Plan</i>	<i>IA13</i>	<i>Glows</i> <i>Probing questions</i> <i>Grows</i> <i>Next steps</i>
<i>Coach (CD)</i>	<i>08/14/13</i>	<i>Yvonne Holloman</i>	<i>Create Plan</i>	<i>TA02</i>	<i>Your leadership team has done an excellent job assisting Happy Town ES with selecting an adaptive reading assessment to identify students needing Tier 2 and 3 intervention. (Glow)</i> <i>Have you considered contacting the TTAC to get assistance with professional development for teachers regarding tiered interventions? (Probing question)</i> <i>During the upcoming meeting, it would be helpful for interventionists to share information about their previous professional development activities. (Grow)</i> <i>Since the Happy Town ES leadership team has added a task regarding interventions for identified students, your division team should consider adding a task that is aligned with this. (Next step)</i>

# Technical Assistance for Focus Schools

# Aligning Academic Review and Performance Evaluation (AARPE) Part 2

All focus school principals and division contact persons will participate in the Aligning Academic Review and Performance Evaluation (AARPE) Part II technical assistance sessions. Each session will emphasize Standard 4 of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers: Assessment of and for Learning*.

<b>AARPE-3 Group 1; AARPE-3 Group 3</b>	<b>AARPE-3 Group 2; AARPE-3 Group 4</b>	<b>AARPE-3 Group 5</b>
August 20	August 24	August 26
September 24	September 28	September 30
October 22	October 26	October 28
November 18	November 20	November 23
December 11	December 14	December 15

# Voluntary Technical Assistance Opportunities

## Voluntary Webinars Hosted by the Office of Special Education Program Improvement

Month	Webinar Topic
October 27, 2015 2:00 p.m. – 3:30 p.m.	Scheduling Students with Disabilities for Success
November	Linking Student Data to Appropriate Assessments (focus on reading and math data)
January	Effective and Appropriate Accommodations for Students with Disabilities



# Differentiated Technical Assistance

In an effort to assist the OSI contractors and division leadership teams with providing technical assistance, the Office of School Improvement has created **Differentiated Technical Assistance Online Resources**.

Topics include:

- Instructional preparation
- Instructional delivery
- Formative assessment
- Differentiated instruction
- Student engagement
- Leadership
- Scheduling
- Co-teaching/Inclusive Practices

The screenshot displays the Virginia Department of Education (VDOE) website. The main content area is titled "SCHOOL IMPROVEMENT & REFORM" and "DIFFERENTIATED TECHNICAL ASSISTANCE / TRAINING". It features a colorful puzzle piece icon and text describing the "Partnership for Achieving Successful Schools (PASS)" model. Below this, there is a list of topics with expandable/collapsible options:

- Co-Teaching and Inclusive Practices
- Differentiated Instruction
- Dropout Prevention
- Effective Strategies for Improving Vocabulary Development
- Elementary School Scheduling
- The Eight Elements of High School Improvement
- Formative Assessment
- Freshmen Transition
- Improving School Performance for All Children
- INDISTAR
- Instructional Delivery
- Instructional Preparation

The right sidebar contains navigation links such as "Student & School Support", "SCHOOL IMPROVEMENT & REFORM", "News", "Virginia Dashboard for Quarterly Reporting", "Virginia Early Warning System (VEWS)", "1003(a) Title I School Improvement Resources", "1003(g) Title I School Improvement Resources", "Academic Reviews", "School Improvement Planning", "Differentiated Technical Assistance / Training", "Contractor Resources", "Focus Schools", "Priority Schools", "Indistar Planning Tool", "Teacher Direct", and "You May Also Be Interested In" with links to "Title I, Part A", "Virginia School Report Card", "Standards of Accreditation", "School Accreditation Ratings", and "Board of Education Regulations".

[http://www.doe.virginia.gov/support/school\\_improvement/training/index.shtml](http://www.doe.virginia.gov/support/school_improvement/training/index.shtml)

Information regarding requirements for focus schools may be found at:  
[http://www.doe.virginia.gov/support/school\\_improvement/index.shtml](http://www.doe.virginia.gov/support/school_improvement/index.shtml)

- VDOE Home
- About VDOE
- Board of Education
- News
- For Public Education Administrators
- For Students & Parents
- Education Directories
- Standards of Learning (SOL) & Testing
- Instruction
- Special Education
- Student & School Support
- Teaching in Virginia
- Federal Programs
- Statistics & Reports
- Information Management
- School Finance

## STUDENT & SCHOOL SUPPORT

### SCHOOL IMPROVEMENT & REFORM

VDOE helps historically low-performing schools and school divisions implement effective instructional strategies and best practices to increase student achievement. The department's nationally-recognized comprehensive support system, known as the [Partnership for Achieving Successful Schools \(PASS\)](#), focuses on building division-level capacity to support schools in need of interventions. In partnering with school divisions, VDOE's Office of School Improvement ensures that each school's unique needs are addressed through differentiated assistance and interventions.

#### How does VDOE identify low-performing schools for PASS interventions and support?

The Office of School Improvement assists schools in which students are achieving at levels below federal and state accountability standards. Under the state Board of Education's [Standards of Accreditation](#) (SOA), low-performing schools are schools that are rated as follows:

- Accreditation Denied,
- Accredited with Warning in one or more content areas, or
- Conditionally Accredited-Reconstituted

[Also see Academic Reviews](#)

The Office of School Improvement also assists schools not meeting the annual measurable objectives of Virginia's federal No Child Left Behind flexibility waiver. These schools are as follows:

- **Priority schools** – identified based on overall student performance in reading and mathematics, including graduation rates in the case of high schools. Five percent of Virginia's Title I schools (36) are identified as [priority schools](#).
- **Focus schools** – identified based on the reading and mathematics performance of students in three "proficiency gap groups" comprising 10 percent of the historically have had difficulty meeting the state's achievement standards. Ten percent of Virginia's Title I schools (72) are identified as [focus schools](#).
  - **Proficiency Gap Group 1** – Students with disabilities, English language learners and economically disadvantaged students, regardless of race and ethnicity
  - **Proficiency Gap Group 2** – African-American students, not of Hispanic origin, including those also counted in Proficiency Gap Group 1
  - **Proficiency Gap Group 3** – Hispanic students, of one or more races, including those also counted in Proficiency Gap Group 1
- **Title I and Non-Title I schools** not meeting one or more federal annual measurable objective are required to develop a one-year [School Improvement Plan](#)

#### Reward Schools

VDOE also recognizes improving and high achieving schools and divisions.

- [News Release, September 7, 2012 – National Blue Ribbon Schools](#)
- [News Release, January 17, 2013 – Title I Distinguished Schools and Divisions](#)

## Student & School Support

### SCHOOL IMPROVEMENT & REFORM

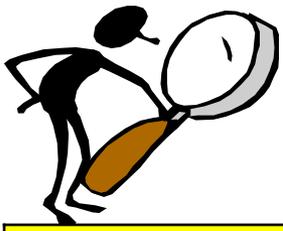
#### MAIN MENU

- News
- Virginia Dashboard for Quarterly Reporting
- Virginia Early Warning System (VEWS)
- 1003(a) Title I School Improvement Resources
- 1003(g) Title I School Improvement Resources
- Academic Reviews
- School Improvement Planning
- Differentiated Technical Assistance / Training
- Contractor Resources
- Focus Schools
- Priority Schools
- Indistar Planning Tool

### Teacher Direct

#### You May Also Be Interested In:

- Title I, Part A
- Virginia School Report Card
- Standards of Accreditation
- School Accreditation Ratings
- Board of Education Regulations



# Monitoring ESEA Waiver Implementation – Focus Schools

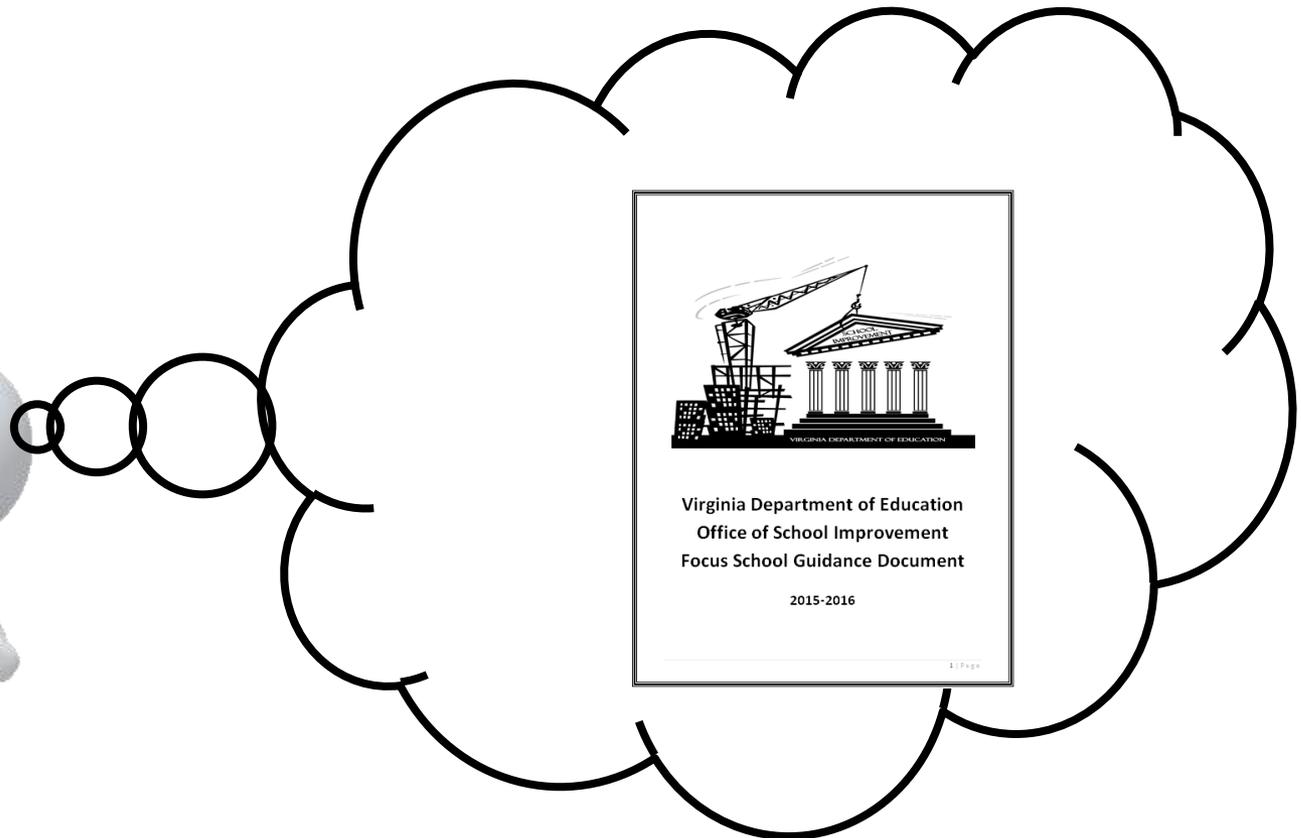
Groups to be Monitored	Type of Monitoring	Monitoring Agent
<p><b>Focus School</b></p>	<ul style="list-style-type: none"> <li>• Monthly review of school improvement plan and completion of monthly <b>Coaching Comments</b></li> <li>• Monthly attendance at school leadership team meetings and review of meeting agendas and minutes</li> <li>• Quarterly review of data and intervention results</li> <li>• Observations of intervention lessons</li> </ul>	<p>Division leadership team</p>
<p><b>School Division</b></p>	<ul style="list-style-type: none"> <li>• Monthly review of division improvement plan and completion of monthly <b>Coaching Comments</b></li> <li>• Quarterly <b><i>ESEA Progress Monitoring Report for Focus Schools</i></b></li> </ul>	<p>VDOE via OSI-approved Personnel</p>
<p><b>State</b></p>	<ul style="list-style-type: none"> <li>• Desk monitoring of LEA requirements and VDOE monitoring of LEAs (i.e. improvement plans, forms posted on the Indistar® Dashboard)</li> <li>• Progress checks</li> <li>• On-site monitoring</li> </ul>	<p>U.S. Department of Education</p>

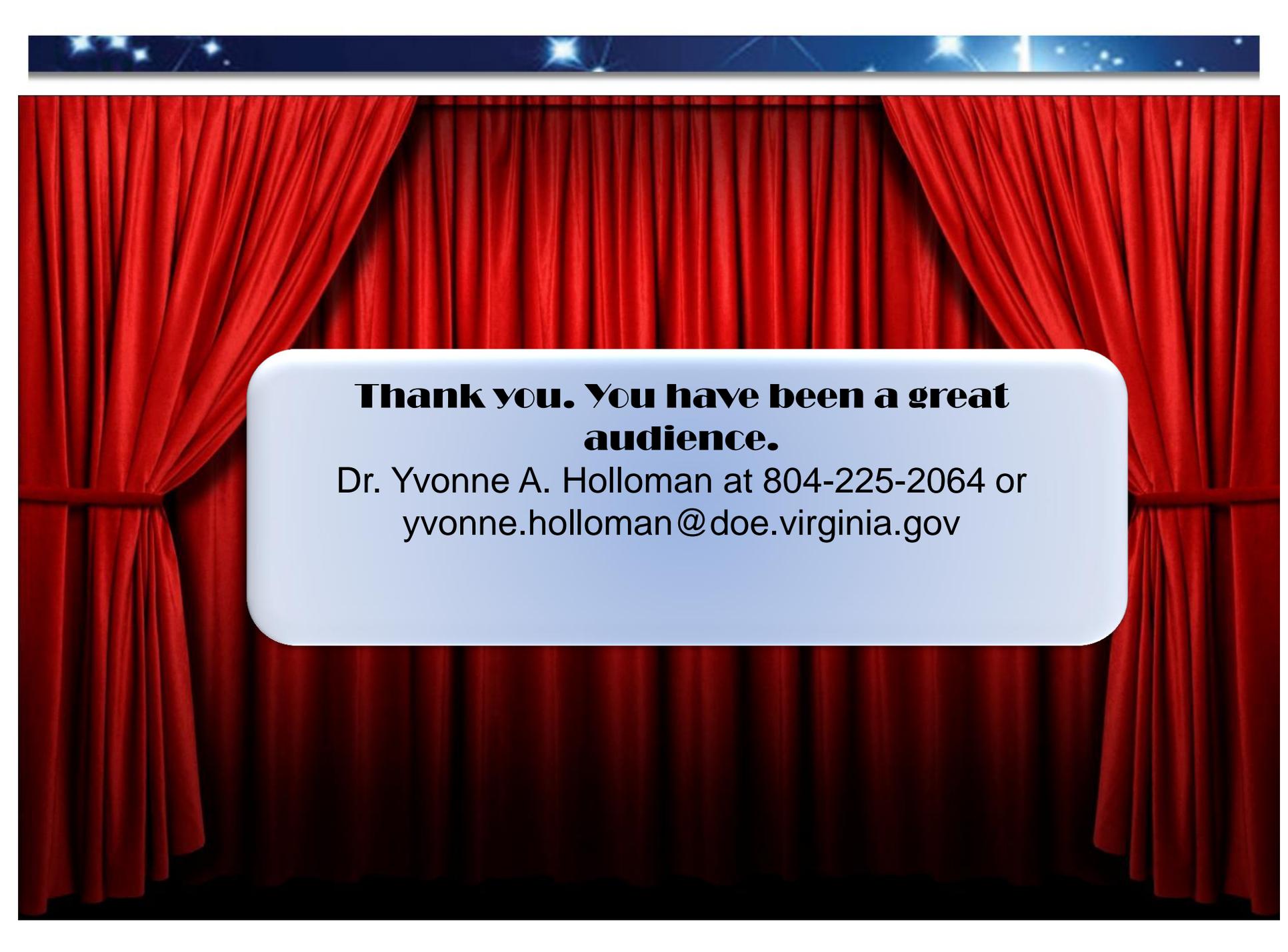
## Next Steps:

1. The **division contact person** will return a signed copy of the *Focus Schools Assurances* document to Dr. Holloman no later than November 6, 2015.
2. The **division contact person** will share information gleaned from the conference, including the checklist, with the division leadership team which shall include representatives of Title I, Instruction, special education, and ELL.
  - Develop a monthly meeting schedule
  - Select a team member to be assigned to each focus school
3. The **focus school principal** will share information gleaned from the conference, including the checklist, with school staff members and other stakeholders.
  - Develop a monthly meeting schedule and inform the assigned member of the division leadership team
4. The **division leadership team** will assist focus schools with the following:
  - Selection of a data query system, an adaptive reading assessment, and a mathematics student growth assessment
  - Development and distribution of a notification letter to parents

# Got questions?

## Refer to the Guidance Document





**Thank you. You have been a great audience.**

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yvonne.holloman@doe.virginia.gov