



**Virginia Department of Education
Office of School Improvement
Focus School Guide**

2012-2013

Table of Contents

Section 1: ESEA Flexibility Waiver Information	3
Section 2: School- and Division-level Teams	7
Section 3: Indistar Web-based Planning Tool	14
Section 4: Improvement Planning and Quarterly Data	20
Section 5: Differentiated Technical Assistance.....	25
Section 6: Miscellaneous Resources	27



**Section 1:
Elementary and Secondary Act of 1965
(ESEA)
Flexibility Waiver Information**

Elementary and Secondary Act of 1965 (ESEA) Flexibility Waiver Information

Background

The U.S. Department of Education (USED) offered each state educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and state and local leaders with flexibility regarding specific requirements of the *No Child Left Behind Act of 2001* (NCLB) in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant state and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The *Elementary and Secondary Education Act of 1965* (ESEA) Flexibility Waiver is intended to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA. Under this flexibility, the USED has granted a waiver to the Virginia Department of Education (VDOE) through the 2013-2014 school year, after which time an extension of this flexibility may be requested.

For accountability purposes, Title I schools with one or more proficiency gap groups not meeting performance expectations in reading and mathematics will be considered for inclusion in the focus school category. Title I schools with one or more proficiency gap groups failing to meet the 95 percent participation rate in reading and/or mathematics will also be considered for inclusion in the focus school category.

- **Gap Group 1:** Students with Disabilities, English Language Learners (ELL), and Economically Disadvantaged (unduplicated)
- **Gap Group 2:** Black students, not of Hispanic origin, including Students with Disabilities, ELL, and Economically Disadvantaged Students
- **Gap Group 3:** Hispanic students, of one or more races, including Students with Disabilities, ELL, and Economically Disadvantaged Students

Methodology for Identifying Focus Schools

The methodology to determine a list of Title I focus schools that do not meet the participation rate and have the largest proficiency gaps is described below:

1. Exclude any schools identified as priority schools.
2. Automatically identify any school not meeting the participation rate of 95 percent in reading and/or mathematics.
3. For the remaining schools, calculate for each school the difference between the annual measurable objective (AMO) target and each gap group's performance in reading and mathematics to determine proficiency gap points.

4. Exclude from each school’s calculation any gap group that meets or exceeds the AMO target.
5. Sum of the proficiency gap points in reading and mathematics and divide by the number of gap groups that did not meet the AMO target(s).
6. Rank schools in order of the total number of average proficiency gap points.
7. 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 (72 schools).

Note: Once identified as a focus school, a school will be expected to implement interventions for a minimum of two consecutive years, with the support of a state-approved contractor, regardless of whether the school is identified as a focus school in the second year of implementing intervention strategies.

Focus School Requirements

Once identified, focus schools and their respective divisions will be required to implement a series of interventions to address the needs of underperforming gap groups.

	Division	School
Requirements	<ul style="list-style-type: none"> • Collaborate with an external VDOE contractor and participate in a needs sensing interview • Convene a division leadership team including representatives of: <ul style="list-style-type: none"> ○ Title I ○ Instruction ○ Special education ○ English language learners ○ Principals of each focus school • Meet as a division leadership team monthly • 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 quarterly based on data analysis 	<ul style="list-style-type: none"> • 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 <i>Algebra Readiness Diagnostic Test (ARDT)</i> provided by the VDOE (<i>required only for focus schools with grade 5 or higher</i>) • Develop, implement, and monitor a school improvement plan • Develop an intervention strategy for all students who failed a Standards of Learning (SOL) assessment or failed to meet the fall Phonological Awareness Literacy Screening (PALS) intervention (K-3) 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 quarterly based on data analysis

A checklist containing tasks and due dates related to the aforementioned requirements may be found in Appendix A.

Memorandum of Understanding (MOU)

Per the ESEA Flexibility Waiver provisions, local educational agencies (LEAs) with focus schools will be required to enter into a memorandum of understanding (MOU) with the VDOE that outlines specific interventions to be implemented at the school and division levels. A copy of the MOU may be found in Appendix A. One signed copy of the MOU should be submitted to the Office of School Improvement (OSI) by **October 1, 2012**.

On a quarterly basis, the VDOE-assigned division liaison will submit a report to the OSI and the division superintendent documenting the LEA's compliance with the MOU provisions.

The OSI contact person for focus schools is Dr. Yvonne A. Holloman who may be reached at (804) 225-2064 or Yvonne.Holloman@doe.virginia.gov.



Division-Level and School-Level Teams

Division-level and School-level Teams

Virginia emphasizes the participation and continuous involvement of division-level administrators in the school improvement process as well as targeted interventions at the school-level for students at risk for not passing a grade-level assessment including students with disabilities and ELL. In Virginia's school improvement process, the state works directly with division-level staff to ensure processes are in place to support the improvement of schools (the state builds capacity at the division level), and then supports the division in working with its schools to ensure improvement is achieved for all students (the division builds capacity at the school level).

Each division with identified focus schools will be assigned a **division liaison** to facilitate division strategies to support focus school(s) to develop interventions for students who are at risk of not passing a state assessment in reading or mathematics including students with disabilities and ELL.

The VDOE contractor (division liaison) will:

- Conduct a needs sensing interview with the division leadership team to gather baseline data to determine the level of support needed from the SEA;
- Provide leadership and teacher professional development focused on what evidence to look for when observing classrooms; coaching for literacy and mathematics; effective modeling practices; planning based on classroom observations; research-based intervention practices; and, response to intervention;
- Provide implementation support and coaching throughout the year for principals and teachers;
- Model effective practices and provide guided practice until practices are in place independently of the contractor;
- Provide modeling to principals in providing feedback to teachers, and provide guided practice to principals until the principal is able to exhibit practices independently;
- Build the division's capacity to support low-performing schools and increase student achievement;
- Meet at least quarterly with VDOE staff to share common issues across the state and discuss strategies for addressing emerging issues in the field; and
- Submit a quarterly audit report to document a school division's compliance with the ESEA Flexibility Waiver requirements for focus schools.

Division liaisons will conduct an introductory meeting in late September with the division superintendent to share information regarding the ESEA Flexibility Waiver requirements for LEAs with focus schools.

VDOE Change Map for Capacity Building

Through collaboration with representatives from various VDOE offices as well as partnering organizations, the change map was developed in August 2011 based on the following **theory of action**:

*Effective school divisions demonstrate the ability to continuously improve, adhere to a vision, maximize student learning, provide strong leadership, offer high quality instruction, and conduct relevant professional development. The school division leadership team cultivates a culture of capacity-building and continuous improvement. The school division consistently adheres to a vision that drives strategic planning and subsequent actions (**strategic planning**). The school board and superintendent intentionally organize the division to maximize student learning (**system organization**). Leaders are proactive and intentional, and allocate resources to achieve the vision. Leaders model systemic thinking by communicating and making transparent decisions (**leadership**). Leaders continuously align curriculum, instruction, and assessment. Leaders implement and monitor differentiated, research-based instruction, and services provided to meet diverse student needs (**curriculum, instructional practices, and services**). The school division provides and assesses the effectiveness of professional development that is needs-based and job-embedded (**professional development**). Evidence-based, tiered support programming is provided to students; multiple sources of data, gathered from regular and intentional student progress monitoring, are used to develop programming that includes a continuum of support options for students (**student support systems**).*

Needs Sensing Interview

Following the introductory meeting with the division superintendents, the division liaison will conduct needs sensing interviews with division leadership teams using the *VDOE Change Map for Capacity Building* which determines the level of support needed to affect change at the division level based upon the following components of the school improvement theory of action:

- Strategic planning;
- System organization;
- Leadership;
- Curriculum, instructional practices, and services (including targeted interventions for students with disabilities and ELL);
- Professional development (including developing research-based teacher evaluation systems that support teacher improvement and effectiveness); and
- Student support systems.

Information gleaned from the needs sensing interview will be used to determine whether a division is operating at the *exploration, emerging, full, or sustainability* level of implementation for each theory of action component. The level of assistance may change during the course of the school year based on data. The interview will enable the division to engage in reflective practice by identifying specific needs at both the division and school levels.

Division-level Teams

The division will be required to convene a division team comprised of administrators or other key staff representing Title I, instruction, special education, ELL, and the principal of each focus school. Using the results of the needs sensing interview, the division team will be tasked with developing, implementing, and monitoring the division improvement plan using the Center on Innovation & Improvement (CII) Web-based planning tool, Indistar®. The Indistar® tool includes division-level indicators that are aligned with rapid improvement school indicators. These research-based indicators will serve as the foundation for the support needed to implement strategies to reduce proficiency gaps and create full division-level

sustainability for reform efforts. Additional information regarding the Indistar® Web-based planning tool is included in Section 3 of the manual.

School-level Teams

Each focus school will be required to convene a school team comprised of teachers and other key staff representing Title I, instruction, special education, and ELL. Using the results of the formative and summative assessments, the school team will be tasked with developing, implementing, and monitoring the school improvement plan using the CII Web-based planning tool, Indistar®. The Indistar® tool includes rapid improvement school indicators. These research-based indicators will serve as the foundation for continuous improvement efforts. Additional information regarding the Indistar® Web-based planning tool is included in Section 3 of the manual.

Quarterly Review of Data

Identified focus schools must develop an intervention strategy for all students who failed an SOL assessment in the past or are identified as below grade level on the PALS (K-3). Each focus school will be required to regularly analyze a variety of data points to make strategic, data-driven decisions to implement needed interventions for identified students including students with disabilities and ELL. Analysis of the data points from these reports will be used by school improvement teams each quarter to adjust school- and division-level improvement plans to address emerging needs of the focus school(s). Figure 1 illustrates how collaboration among the school, the LEA, and the division liaison will result in continuous improvement.

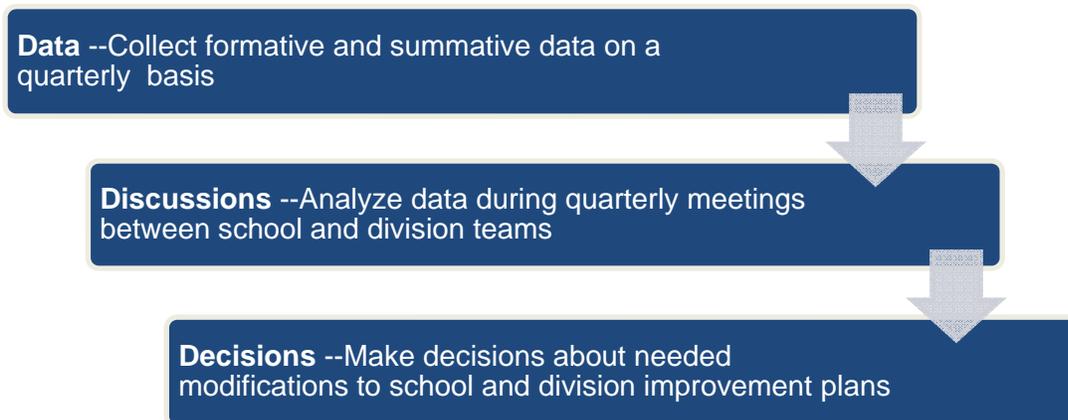


Figure 1

DataCation by CaseNex, an electronic query system that provides principals with data needed to make data-driven decisions at the school level. Each focus and priority school will be required to analyze a variety of data points on a quarterly basis using the *Virginia Dashboard*, a Web-based data analysis and reporting tool. School and division teams will use the tool to make strategic, data-driven decisions to implement needed interventions for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. In addition, the *Virginia Dashboard* allows the school leadership team to follow interventions throughout the year to determine their effectiveness.

The *Virginia Dashboard* generates monthly reports which include, at a minimum, the following forms of data:

- Student attendance;
- Teacher attendance;
- Benchmark results;
- Reading and mathematics grades;
- Student discipline reports;
- Student transfer data; and
- Student intervention participation by intervention type.

Analysis of the data points from the quarterly reporting system will be used by school teams each quarter, and if needed, monthly, to update the school improvement plan.

Protocol for Reviewing Quarterly Data

At the conclusion of each marking period, school- and division-level teams will review a variety of data points, and use the information to evaluate the efficacy of the improvement plan strategies. To this end, the following protocol should be helpful to division leadership teams and their focus schools as they review quarterly data.

Step 1: At the end of each marking period, focus schools will complete a quarterly report or generate a data report using one of the options included below:

- DataCation Reporting Tool
- Other data reporting tool as determined by the LEA and **approved** by the OSI
Note: To obtain approval regarding the selected quarterly data reporting tool, the focus school principal should submit the *Data System Approval Form* via the Indistar® Dashboard no later than **October 15, 2012**. A copy of the form may be found in Appendix B.

Step 2: The division leadership team meets with the building principal to discuss the quarterly data.

- The following agenda items **must** be included as a part of the discussion:
 - Review of strategies and data analysis for students who are **at risk of failing a reading or mathematics SOL**;
 - Review of strategies and data analysis for students who have been identified for **Phonological Awareness Literacy Screening (PALS) intervention (K-3)**, if applicable;
 - Review of strategies and data analysis for students who **failed the SOL reading or mathematics assessment in 2011-2012**;
 - Review of strategies and data analysis for students who are **below grade level in reading or mathematics based on a disability**;
 - Review of division's Indistar® improvement plan; and
 - Updates needed to the **school- and division-level** Indistar® improvement plans
- Minutes from this meeting, including the aforementioned agenda items, are required to be entered onto the Indistar® Web site. The meeting minutes should include **decisions** made as a result of discussions regarding the quarterly data.
- The school AND division improvement plans should be revised, as needed, based on discussions about the identified needs.

45-Day Pre-SOL Plans

The **45-Day Standards of Learning (SOL) Instructional Plan** provides schools with a clear plan of action for the time from the end of the third marking period until the beginning of the SOL testing period. The purpose of the plan is to indicate the strategies that will be implemented during the 45-day period preceding SOL testing to:

- Ensure that the SOL blueprints are used to direct the planning of instruction for SOL objectives that require re-teaching or have not been taught.
- Ensure that the SOL blueprints are used to direct remediation efforts for students who have not mastered SOL objectives.
- Emphasize the priority needed by everyone in the building to ensure that "all hands are on deck" to support increased student achievement.

The plan should be **no more than three pages** in length, and be developed with input from instructional personnel. Each principal may opt to develop a format to meet the needs of his/her school. In addition, the principal should review the plan with all teachers in the building prior to spring break so that implementation may begin no later than the first day of return to school. The 45-Day Pre-SOL Plan is **optional** for focus schools unless the division liaison makes it a requirement. A sample template may be found in Appendix C.

Monitoring Conference Calls

In an effort to provide feedback and receive input from LEAs regarding their implementation of the ESEA Flexibility Waiver requirements, the OSI will conduct monitoring conference calls with school- and division-level leadership teams. Each LEA will participate in a minimum of one conference call during the 2012-2013 school year. Additional conference calls may be scheduled with an LEA as needed.



Section 3: Indistar® Web-based Planning Tool

Indistar® Web-based Planning Tool

Indistar® is a Web-based planning tool that guides a division or school team in charting its improvement and managing the continuous improvement process. Indistar® is premised on the firm belief that division 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 division team and school team applies its own ingenuity to achieve the results it desires for its students.

Providing a division or school team with an improvement process that encourages local ingenuity and responsibility changes the dynamic between localities and the state. It also requires a “culture of candor” in which division and school personnel talk openly and honestly about their professional practices that contribute to student learning. When reports are electronically submitted to the state, there is no premium for “the right answer.” The right answer is the one the local team determines will bring the division or school to the highest level of professional performance for the benefit of students. Placing this high level of confidence in the ability of division and school personnel to chart their own course also requires that the division or school team is given convenient access to tools, resources, and effective practice to get the job done.

Indistar® includes *Wise Ways* research briefs to support its indicators of effective practice. Also, Indistar® provides *Indicators in Action* video modules demonstrating the practices, and the technology for capacity builders to coach the teams in real time. Indistar® enables coaches to assist the teams with coaching comments about the team’s ongoing work.

The Indistar® Web-based tool assists school- and division-level teams with **assessing, planning, implementing, and monitoring** progress toward accomplishing the rapid improvement indicators (school-level teams) or district improvement indicators (division-level teams).

The six-step process includes:

- **Step 1: Register school/division**
A division contact person who also serves as a member of the leadership team will register both the schools and division on the Indistar® Web site at www.indistar.org. Process managers must be appointed by school- and division-level teams to guide their work within the tool such as entering data and other information.
- **Step 2: Provide school/division information**
Use of data to make decisions about improvement planning is an essential component of improvement planning. Step 2 of the process requires school- and division-level teams to enter aggregate information regarding student ethnicity, attendance, mobility, and disability. In addition, teams may enter formative and summative data throughout the duration of the plan related to their needs and action steps.
- **Step 3: Form school/division team**
Improvement planning requires participation of a variety of internal and external stakeholders. To this end, school- and division-level teams will enter information regarding each member. This information will be used continuously throughout the process to identify parties responsible for specific tasks and to monitor attendance at improvement team meetings.
- **Step 4: Assess school/division improvement indicators**
Indistar® emphasizes indicators of effective practice based on concrete, behavioral

expressions of professional practices that research demonstrates contribute to student performance. School- and division-level teams will use a variety of data points to select the appropriate indicators that address the issues affecting achievement. The selected indicators will be assessed individually using a rating of *fully, limited, or no implementation*.

- **Step 5: Create school/division plan**

Based on the indicator assessment results, school- and division-level teams will create a series of tasks associated with each selected indicator. The tasks will serve as a “road map” for executing the indicators by identifying action steps for specific stakeholders.

- **Step 6: Monitor school/division plan**

Monitoring is an essential component of improvement planning as it allows teams to evaluate the efficacy of tasks that were developed. The continuous improvement process enables teams to review their work and make the necessary adjustments to the plan throughout the school year. In addition, data points emphasized in Step 2 of the process will be used to determine the effectiveness of interventions.

School and division teams will receive training regarding use of the Indistar® Web-based planning tool. A training schedule may be found in Appendix D. More information regarding the Web-based planning tool may be found at www.indistar.org.

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:

1. ***Where are we now?*** What caused your school to be identified as a focus school?
2. ***Where do we want to go?*** What rapid improvement school/district improvement indicators will be selected?
3. ***How will we get there?*** What strategies (tasks) will be developed to support the selected indicators?
4. ***How will we know we are (getting) there?*** What quarterly data will your team review?
5. ***How will we sustain focus and momentum?*** How will your team use the quarterly data to modify your strategies (tasks)?

Protocol for Monitoring Improvement Plans

The ESEA Flexibility Waiver provisions require division leadership teams to take an *active* role in providing technical assistance to the focus schools. Aligned division and school improvement plans will be critical to the process. Throughout the school year, improvement plans should be implemented, monitored, and revised as a result of continuous data analysis.

The following protocol will assist division leadership teams as they monitor school- and division-level plans.

Step 1: Review the division’s improvement plan for alignment of district improvement indicators with the rapid improvement school indicators.

- The division's indicators must support the indicators selected by each focus school. In Figure 2, you will see evidence that the division leadership team selected an indicator (IA13) to support the school.

The screenshot shows a web browser window with the URL <http://www.centeri.org/SchoolRestructuring/DistrictActionPlanMonitor.aspx>. The page title is "Monitor Action Plan". The main content area displays details for "Indicator: IA13".

Indicator selected by the division leadership team (Callout box 1) points to the text: "Indicator: **IA13** [View Info &](#)

Objective: The district will work with the school to provide early and intensive intervention for students not making progress. (13)

Comments entered by the division leadership team regarding alignment of the selected indicator with the schools' indicators. (Callout box 2) points to the "Comments" field containing the following text: "Following the sessions, teachers will conduct peer observations and receive feedback from their peers, principals, and reading and/or math specialists. This task is associated with indicator IF01 from the Heart Elementary improvement plan, indicators IF01 and IF02 from the Timmons Elementary school improvement plan, and indicators IF04 and IF07 from the Johnston Elementary school improvement plan."

Other visible text in the screenshot includes: "STEP 4 - INFORMATION", "Level of Development or Implementation: Limited Development", "Priority Score: 3", "Opportunity Score: 2", "Current level description: The Happy Hills School Division does not currently have a process in place to provide central support to schools that are in improvement.", "STEP 5 - INFORMATION", "Describe how it will look when this objective is being fully met in your School:", "Assigned to: Jane Doe", "Objective Target Date: 11/30/2011", "STEP 6 - MONITOR PLAN", "Update or Complete Task Status", "Task: 2 Based on classroom observation data and common formative assessment data, the division intervention monitors and the building principals of Timmons Elementary, Johnston Elementary, and Heart Elementary will develop reading and/or math professional development groups for selected teachers. These groups will participate in intensive training with the Happy Hills reading and/or math specialists on the first Wednesday of each month.", "Completed date: mm/dd/yyyy", "Save / Update", "Cancel", "Delete this task", and a table header: "Select Task to Update. Assigned to Target Date Completed".

Figure 2

Step 2: Review the division's/school's improvement plan for evidence of consistent monitoring of the tasks developed for each district/rapid improvement indicator.

- Each comment should include a date, and clearly describe the status of the task. Is it evident from the status comments that the task has been implemented? Is the task/strategy successful? How do you know? In Figure 3, you will see evidence of consistent monitoring of a task by the division/school leadership team.



Figure 3

Step 3: Meeting minutes and agendas should be posted on a monthly basis, and contain information regarding decisions made by the division/school leadership team.

The division leadership team is responsible for monitoring improvement plans for each focus school. One person from the division leadership team must be assigned to serve as a member of the school improvement team for each focus school. Monitoring activities include reviewing status comments, agendas, and meeting minutes. In addition, the assigned division leadership team member will be responsible for completing an **Indistar® rubric** three times during the school year regarding the progress of the assigned focus school's improvement plan. The completed rubric will be submitted via the Indistar® Dashboard by the following dates:

- January 18, 2013
- April 30, 2013
- June 28, 2013

A copy of the Indistar® rubric may be found in Appendix E.

Technical questions regarding use of the online tool should be directed to Dr. Yvonne A. Holloman at (804) 225-2064 or Yvonne.Holloman@doe.virginia.gov .



Section 4: Improvement Planning and Quarterly Data

Improvement Planning and Quarterly Data

The use of data to support a school improvement plan should be an intentional and seamless process with the purpose of evaluating the efficacy of strategies implemented during a given marking period.

Step 1: School improvement teams will develop Indistar® improvement plans that include tasks associated with rapid improvement school indicators based on identified needs.

- Schools will include between 5-6 rapid improvement school indicators in their improvement plan. Each indicator will have a series of tasks developed which sequence the steps involved in making the indicator a reality at the school.
- Tasks should be developed to address strategies for improving the performance of the following groups of students:
 - At risk of failing a reading or mathematics SOL assessment
 - Identified for PALS intervention (K-3), if applicable
 - Failed the SOL reading or mathematics assessment in 2011-2012
 - Below grade level in reading and/or mathematics based on a disability
- Each selected rapid improvement school indicator should include **at least one task** related to student data. This task will be evaluated quarterly. Student data may include:
 - Attendance
 - Mathematics, English, science, and social studies grades
 - Mathematics, English, science, and history formative assessment results
 - In-school and out of school suspensions
 - Discipline referrals
- Other data points may also be used such as:
 - Teacher attendance
 - Number of parent conferences
 - Number of classroom observations/instructional walkthroughs
 - Number of students transferring in and/or out of the school

Example:

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).

Tasks:

- 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).
- 2) Instructional teams will meet for an extended planning block (4 hours) on the fourth week of each month (January 2012-September 2012) to develop unit pre- and post-tests in reading. Meeting schedule: Monday (K-1st); Tuesday (2nd); Wednesday (3rd); Thursday (4th); Friday (5th)
- 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.
- 4) Instructional teams will administer unit pre- and post-tests (**Super Reader Assessments**) 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.

Step 2: School improvement teams will implement and monitor the plan throughout the marking period.

- Comments regarding the status of each task should be entered into Step 6 on a regular basis (at least monthly).
- Any relevant formative data may be entered into Step 2 (School Assessment Scores) or uploaded to the Indistar® Dashboard (schools may upload a maximum of 20 files).

Example:

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).

Task #4: Instructional teams will administer unit pre- and post-tests (***Super Reader Assessments***) 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.

Comments:

This task will be evaluated using the Super Reader Assessment information.

September 23, 2012 – Instructional teams have begun meeting for half-day planning sessions. They have completed units of instruction with assistance of the lead teachers. Third grade teachers requested additional sessions with Ms. Happy to design intervention lessons using the PALS intervention information to address fluency concerns.

October 28, 2012 – The administrators reviewed samples of the unit pre- and post-tests as well as the results with individual teachers during post-observation conferences. Third grade reading intervention students (53%) scored less than 80% on the Super Reader post-tests; fifth grade reading intervention students (68%) scored less than 80%. During the week of October 7, 2012, instructional walkthroughs were conducted to determine the level of implementation of intervention lessons based on the unit pre- and post-test data. Additional assistance is needed in second, third, and fifth grade. Ms. Happy will meet with the grade-level teams during their planning time.

Step 3: At the end of each marking period, school improvement teams will use student data to evaluate the quarterly status of tasks included in their improvement plan.

- Comments regarding the status of tasks based on the quarterly data should be entered into Step 6 with a notation of the quarterly status. **After entering the quarterly status, the team will submit the improvement plan via the Indistar® Dashboard.**

Example:

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).

Task #4: Instructional teams will administer unit pre- and post-tests (**Super Reader Assessments**) 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.

Comments:

This task will be evaluated using the Super Reader Assessment information.

September 23, 2012 – Instructional teams have begun meeting for half-day planning sessions. They have completed units of instruction with assistance of the lead teachers. Third grade teachers requested additional sessions with Ms. Happy to design intervention lessons using the PALS intervention information to address fluency concerns.

October 28, 2012 – The administrators reviewed samples of the unit pre- and post-tests as well as the results with individual teachers during post-observation conferences. Third grade reading intervention students (53%) scored less than 80% on the Super Reader post-tests; fifth grade reading intervention students (68%) scored less than 80%. During the week of October 7, 2012, instructional walkthroughs were conducted to determine the level of implementation of intervention lessons based on the unit pre- and post-test data. Additional assistance is needed in second, third, and fifth grade. Ms. Happy will meet with the grade-level teams during their planning time.

November 30, 2012 (Quarterly Data Review) – Based on an analysis of the quarterly Super Reader post-test results, 52% of second grade intervention students, 44% of third grade intervention students, 71% of fourth grade intervention students, and 21% of fifth grade intervention students earned a score of 80% or better. Based on these data, the school will.....

Step 4: The division leadership team will meet with the building principal to discuss the quarterly data related to specific rapid improvement school indicators and tasks.

- The following agenda items **must** be included as a part of the discussion:
 - Review of strategies and data analysis for students who are **at risk of failing a reading or mathematics SOL**;
 - Review of strategies and data analysis for students who have been identified for **PALS intervention (K-3)**, if applicable;
 - Review of strategies and data analysis for students who **failed the SOL reading or mathematics assessment in 2011-2012**;
 - Review of strategies and data analysis for students who are **below grade-level in reading or mathematics based on a disability**;
 - Review of division's Indistar® improvement plan; and
 - Updates needed to the division's Indistar® improvement plan

Step 5: Minutes from this meeting, including the aforementioned agenda items, are required to be entered onto the Indistar® Web site. The meeting minutes should include *decisions* made as a result of discussions regarding the quarterly data.

- The school AND division improvement plans should be revised, as needed, based on discussions about the identified needs.

Example:

Happy Hills City Schools
Division Leadership Team Quarterly Meeting
Meeting Minutes
December 4, 2012

School: Happy Hills Elementary (Principal – Susie Sunshine)

The division leadership team and Ms. Susie Sunshine reviewed strategies and data analyses for students who are **at risk of failing a reading or mathematics SOL**. The data revealed.....

Ms. Susie Sunshine reviewed strategies and data analysis for students who have been identified for **PALS intervention (K-3)**. The data revealed

Ms. Susie Sunshine reviewed strategies and data analysis for students who **failed the SOL reading or mathematics assessment in 2011-2012**. The data revealed

Ms. Susie Sunshine reviewed strategies and data analysis for students who are **below grade level in reading or mathematics based on a disability**. The data revealed

The division leadership team and Ms. Sunshine made the following decisions to address the student performance data:

- The **Happy Hills Reading Specialist** will
- The **Happy Hills Mathematics Specialist** will
- **Ms. Sunshine** will
- The following **indicators** will be added to the **division’s** improvement plan
- The following **indicators** will be added to the **school’s** improvement plan
- The following **tasks** will be added to the **division’s** improvement plan
- The following **tasks** will be added to the **school’s** improvement plan



Section 5:
Adaptive Reading Assessment Programs
and
Algebra Readiness Diagnostic Test (ARDT)

Adaptive Reading Assessment Programs and Algebra Readiness Diagnostic Test (ARDT)

The importance of tiered intervention programs cannot be underscored for schools that do not meet the annual measurable objectives (AMO) for proficiency gaps groups. Therefore, identified focus schools will be required to implement the following assessment programs and use the data to design interventions to meet individual student's needs.

Adaptive Reading Assessment Programs

If a focus school does not have an adaptive reading assessment program 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 VDOE division liaison will monitor the LEA's implementation of this requirement on a quarterly basis.

To obtain approval regarding the selected adaptive reading assessment program, the focus school principal should submit the *Adaptive Reading Assessment Program Approval Form* via the Indistar® Dashboard no later than **November 2, 2012**. A copy of the form may be found in Appendix F.

Algebra Readiness Diagnostic Test (ARDT)

Beginning in January 2013, all focus schools with grade 5 or higher will be required to use the *Algebra Readiness Diagnostic Test* (ARDT) provided by VDOE. This Web-based application employs a computer adaptive testing engine to help determine student proficiency in mathematics. It will be **required** for students who failed the SOL assessment in the previous year, students with disabilities, and ELL. The application draws from a pool of over 2,000 test items in real time. The test items are correlated to the new Mathematics Standards of Learning for grades 3, 4, 5, 6, 7, 8 and Algebra I and were reviewed by a group of Virginia educators for accuracy and validity. Beginning in the 2012-2013 school year, technology enhanced items will be added to the ARDT. Results from the diagnostic test are available immediately and provide information correlated to the SOL reporting categories. This information provides data to develop and focus on interventions for those students who are most at risk.

Additional information regarding the ARDT may be found at http://www.doe.virginia.gov/instruction/mathematics/middle/algebra_readiness/index.shtml#diagnostic.



Section 6: Differentiated Technical Assistance for Schools and Divisions

Differentiated Technical Assistance for Schools and Divisions

A focus school may receive additional technical assistance to supplement the support of its division liaison. The OSI provides direct technical assistance to school and central office personnel via the **Differentiated Technical Assistance Team (DTAT)**, a cadre of highly-skilled retired educators and education consultants selected based on expertise in one or more areas of technical assistance. Under the direction of the OSI, these contractors collaborate with stakeholders to build local capacity for raising student achievement.

In fall 2012, the OSI will analyze the results of self-assessment needs surveys completed by focus schools and divisions as well as the results of needs sensing interviews conducted by division liaisons. Based on these data, the OSI will determine whether each focus school needs additional assistance from the DTAT. If additional assistance is indicated, the OSI will work with the division liaison and one or more contractors from the DTAT to design an individualized technical assistance plan (ITAP) to address the identified needs.

Technical assistance plans will identify goals to be addressed, the nature and duration of technical assistance, the responsibilities of contractors and LEA participants, and how technical assistance will be evaluated. Technical assistance may be provided through one or more of the following methods:

- Assistance from the VDOE staff;
- Direct consultation with a DTAT contractor, on-site and/or via telephone and e-mail;
- Participation in one or more webinars;
- Peer mentoring from other schools or divisions under the coordination of the DTAT contractor;
- A menu of resources such as recorded webinars, slide presentations, and links to publications, tools, materials, and organizations; and
- Other.

Any school or division may request technical assistance throughout the year by completing a brief technical assistance request form found online. A copy of the request form may also be found in Appendix G of this manual.



Section 7:

Appendices

Appendix A

**Memorandum of Understanding
and
Focus School and Division Leadership Team Checklist**



**Office of School Improvement Checklist -
Focus Schools and Division Leadership Support Teams**

Due Date	Task
September 17-18, 2012	The division contact person and focus school principal(s) will participate in the <i>Focus Schools Conference</i> at the Holiday Inn Airport.
September 24, 2012	The division contact person will participate in <i>Division Leadership Support Training</i> at The College of William and Mary.
September 27, 2012	<p>The division contact person and each focus school principal will participate in five Indistar® training webinars at their assigned times.</p> <p>Note: A copy of the webinar schedule and assigned times may be found inside of the <i>Office of School Improvement's Focus Schools Guide</i> (this document will be distributed to each focus school principal and the division contact person during the Focus Schools Conference on September 17, 2012).</p> <p>Prior to each webinar session, participants will receive an e-mail containing the link for logging-on to the session.</p>
October 10, 2012	
November 1, 2012	
December 6, 2012	
January 10, 2013	
October 15, 2012	The focus school principal will submit the <i>Data System Approval Form</i> via the Indistar Dashboard.
October 17, 2012	The Memorandum of Understanding (MOU) between the local educational agency and the Virginia Department of Education is due to the Office of School Improvement.
November 2, 2012	The focus school principal will submit the <i>Adaptive Reading Assessment Program Approval Form</i> via the Indistar Dashboard.
September – December 2012	<p>School and division teams will develop and align their improvement plans using information gleaned from the Indistar Web-based planning tool (www.indistar.org).</p> <p>The division leadership support team will meet with the school improvement team of each focus school to align the district improvement indicators with the rapid improvement indicators selected by each focus school.</p> <p>Meeting minutes and agendas must be posted on the Indistar® web site for review by the division liaison.</p>
November 30, 2012 *February 28 – March 15, 2013 *April 30, 2013 *June 28, 2013	<p>The division leadership support team will:</p> <p>Meet with the school improvement team of each focus school to discuss the quarterly data and needed revisions to the school improvement plans. Meeting minutes and agendas must be posted on the Indistar® web site.</p> <p>Make revisions to the division improvement plan (i.e. adding indicators and/or tasks) on the Indistar® web site.</p> <p>*School and division improvement plans will be submitted via the Indistar® Dashboard.</p>
January 18, 2013 April 30, 2013 June 28, 2013	The division leadership support team will review the school improvement plans for each focus school, and submit a completed Indistar® rubric to the Office of School Improvement and the assigned division liaison via the Single Sign-on for Web Systems (SSWS).



Memorandum of Understanding

between

The Virginia Department of Education

and

Name of Local Educational Agency

I. Purpose and Scope

The purpose of this Memorandum of Understanding (MOU) is to clearly identify the roles and responsibilities of each party as they relate to implementation of certain requirements related to the *Elementary and Secondary Act of 1965* Flexibility Waiver as approved by the U.S. Department of Education (USED).

The U.S. Department of Education offered each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver is intended to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA. Under this flexibility, the USED has granted a waiver to the Virginia Department of Education (VDOE) through the 2013-2014 school year, after which time an extension of this flexibility may be requested.

To support this goal, the VDOE and the LEA will comply with all requirements contained herein regarding educational institutions identified as *focus schools* per the following definition included in the approved ESEA Flexibility Waiver for the Virginia Department of Education:

For accountability purposes, 10% of the state's total Title I schools with one or more proficiency gap groups not meeting performance expectations in reading and mathematics will be considered for inclusion in the focus school category.

A copy of the ESEA Flexibility Waiver submitted by the VDOE, and approved by the USED is located at the following link:

http://www.doe.virginia.gov/federal_programs/esea/state_implementation.shtml

Both the VDOE and the LEA should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

II. Memorandum of Understanding (MOU) Term

The term of this MOU Agreement is the period within which the responsibilities of this agreement shall be performed. The term commences October 17, 2012 and terminates June 30, 2014 unless this flexibility is superseded by reauthorization of the ESEA.

III. VDOE Responsibilities

The VDOE shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of the LEA to applicable federal and state laws and regulations and waiver guidelines.
2. Review and approve all documentation evidencing the LEA's performance of requirements as set forth in the ESEA Flexibility Waiver for the Virginia Department of Education (VDOE) as approved by the U.S. Department of Education (USED), and monitor the LEA's compliance with the MOU.
3. Provide training and technical assistance to the LEA on research-based instructional practices, intervention strategies, and improvement planning and processes.
4. Assign an external VDOE contractor to the local educational agency (LEA) for the purpose of building local capacity for supporting each identified focus school.
5. Promptly reimburse allowable expenses according to the terms and conditions set forth in this MOU.

6. Review the LEA's quarterly audit report submitted by the assigned VDOE contractor, and will also ensure that the LEA takes appropriate and timely corrective action related to the audit findings to remain in compliance with the ESEA Flexibility Waiver requirements.

IV. LEA Responsibilities

The local educational agency assures that School Improvement 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). The division agrees to these conditions of award:

If identified as a ***Focus School*** the LEA must assure that it —

1. Uses up to 20% of the division's Title I set aside, to implement school improvement practices fully and effectively in the focus school(s) that the LEA commits to serve, consistent with the final waiver requirements;
2. Ensures the division team is comprised of administrators or other key staff representing Title I, instruction, special education, English language learners, and principals of each focus school;
3. Ensures division-level administrators establish, participate continuously in supporting of school-level improvement efforts, and monitor monthly the school improvement process. This includes support and monitoring of targeted interventions at the school-level for students at-risk for not passing a grade-level assessment including students with disabilities and English language learners;
4. Participates in a needs sensing process to determine the level of support needed to affect change at the division-level based on the *VDOE Change Map for Capacity Building* incorporating the following areas:
 - Strategic planning;
 - System organization;
 - Leadership;
 - Curriculum, instructional practices, and services (including targeted interventions for students with disabilities and English language learners);
 - Professional development (including research-based teacher evaluation systems that support teacher improvement and effectiveness); and
 - Parent and community support systems.

The *VDOE Change Map for Capacity Building* and *Needs Sensing Interview Protocol* are available at the following website:

http://www.doe.virginia.gov/support/school_improvement/planning/waiver_request/x10_change_map_and_needs_sensing.pdf

5. Engages and funds a VDOE-assigned and state-approved contractor (one per division per 1-3 focus schools) via a Memorandum of Understanding (MOU) with the SEA to meet the needs of the school(s) and division to build their capacity to support leadership practices and support improved teacher effectiveness as follows:
 - Facilitate the needs sensing interview;
 - Provide leadership and teacher professional development focused on what evidence to look for when observing classrooms; coaching for literacy and mathematics; effective modeling practices; planning based on classroom observations; research-based intervention practices; and, response to intervention;
 - Provide implementation support and coaching throughout the year for principals and teachers. Model effective practices and provide guided practice until practices are in-place independently of the contractor;
 - Provide modeling to principals in providing feedback to teachers, and provide guided practice to principals until the principal is able to exhibit practices independently;
 - Implement, monitor, and support an intervention model at the school-level with a focus on students with disabilities and English language learners; and
 - Build the division's capacity to support low-performing schools and increase student achievement.
 - Site visits, modeling teacher practices, modeling data analysis, assistance with developing and monitoring division and school improvement plans, and recommending outside differentiated technical assistance provided by OSI.

***If the division selects a professional development provider other than The College of William and Mary, then the division must agree to the following:**

- Ensure the provider is approved by VDOE;
 - Complete a MOU with the SEA detailing the professional development and support the provider will provide;
 - Fund a VDOE-assigned contractor to conduct the needs sensing interview and monitor implementation monthly; and
 - Ensure that all other assurances are met. (1-16, except 5)
6. Uses Indistar™, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement activities, including the following:
 - establishing school-level annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
 - collecting meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at the division and school-level;
 - completing analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school;

7. Uses an electronic query system (i.e., Datacation, or Interactive Achievement's Snapshot Tool) to provide principals with quarterly data needed to make data driven decisions at the school-level. Data points must include, at a minimum:
 - Student attendance;
 - Teacher attendance;
 - Benchmark results;
 - Reading and mathematics grades;
 - Student discipline reports;
 - Phonological Awareness Literacy Screening (PALS) data;
 - Student transfer data; and
 - Student intervention participation by intervention type.
8. Uses an adaptive reading assessment program to determine student growth at least quarterly, one approved by VDOE will be required for students who failed the SOL assessment in the previous year, with a particular focus on underperforming subgroups;
9. Uses the *Algebra Readiness Diagnostic Test (ARDT)* for students who failed the mathematics SOL assessment in the previous year (grades 5 or higher).
10. Develops an intervention strategy for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. This includes students who have failed an SOL assessment in the past and students who are identified as below grade level on the ARDT (grades 5-8) or the Phonological Awareness and Literacy Screening (K-3), with a special focus on low performing subgroups;
11. Participates in division- or school-level technical assistance as recommended by the assigned VDOE contractor that may include: peer mentors for schools/divisions; direct technical assistance; and, Differentiated Technical Assistance Team webinar series.
12. Collaborates with assigned VDOE contractor(s) to ensure the division and school maintain the fidelity of implementation necessary for reform;
13. Reports to the SEA the school-level data required under the final requirements the waiver.
14. Verifies the focus school is a Title I school for the 2012-2013 school year.
15. Utilizes the division's Title I set aside to support the following school improvement strategies:
 - VDOE-assigned state contractor (estimate)
 - \$32, 500 - \$49,000 (per 1-3 identified schools) based on level of support identified in the needs sensing interview;
 - Adaptive reading assessment program approved by VDOE;
 - estimated \$8,000
 - Additional ARDT licenses, if need exceeds state allocated licenses

- \$4.00 per additional student
- Electronic query system (i.e., Datacation, or Interactive Achievement’s Snapshot Tool)
 - \$500

V. Modification and Termination

Any and all amendments to this agreement must be made in writing and must be agreed to and executed by all parties before becoming effective.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the VDOE and LEA authorized officials. It shall be in force from October 17, 2012 to June 30, 2014 unless this flexibility is superseded by reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). The VDOE and LEA indicate agreement with this MOU by their signatures.

Signatures and dates:

[Authorized signature from VDOE]	[Authorized signature from LEA]
[Insert name of VDOE signatory]	[Name of Superintendent]
	[Name of Local Educational Agency]
Date	Date

Please e-mail a portable document format (pdf) file of this memorandum of understanding (MOU), containing the required signatures, to Dr. Yvonne A. Holloman at Yvonne.Holloman@doe.virginia.gov no later than October 17, 2012.

Appendix B

Data System Approval Form

Office of School Improvement
Focus Schools – Data System Approval Form
Due October 15, 2012 via the Indistar® Dashboard

Directions: 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.

School Name:

Division:

1. Name of electronic data query system:

Note: If the Virginia Dashboard – Datacation is being used, please disregard questions 2-5.

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

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

- a. Student attendance? -
- b. Benchmark results? -
- c. Reading and mathematics grades? -
- d. Student discipline reports? -
- e. Phonological Awareness Literacy Screening (PALS) data? -
- f. Student transfer data? -

4. Will the proposed electronic data query system allow users to assign interventions to specific students (i.e., special education, students who failed a Standards of Learning assessment) ?

5. Describe how the proposed electronic data query system monitors interventions for specific students.

Office of School Improvement (OSI) use only:

- Electronic data query system approved
 Electronic data query system **not** approved
Reason(s):

Appendix C

45-Day Pre-SOL Plan

Standards of Learning (SOL) 45-Day Pre-SOL Instructional Plan

Name of School:	Principal:
Name of Division:	Date Completed:

Complete the Pre-SOL instructional plan and include detailed plans for each core instructional area. You will need to use current assessment data to assist with development of your instructional plan as indicated below. The plan should be no longer than three pages.

The purpose of this plan is to indicate the strategies that will be in place during the 45 instructional days prior to testing to:

1. Ensure that the SOL Blueprints are used to direct the planning of instruction for SOL objectives not covered or not covered well during the year.
2. Ensure that the SOL Blueprints are used to direct remediation efforts for students who have not mastered SOL objectives.
3. Emphasize that this should be the priority of everyone in the building to ensure that "all hands are "on deck" to support increased student achievement.

Question/Task	Response/Strategies
Who assisted in the development of this plan?	
<p>How will the school ensure that the SOL Blueprints and certain data from the third quarter benchmark assessments are used to direct the planning of instruction for SOL objectives not covered or not mastered during the year?</p> <p>Provide detailed strategies. Include who is responsible for each strategy. For example: <i>Third grade teachers will meet to determine what specific SOL content needs to be reviewed. Lesson plans will be developed to review the content.</i></p> <p>Include a detailed plan, using benchmark and other test data for targeting teachers who need additional support in making sure all content is covered. List specific examples of strategies to be used (i.e. plan weekly, monitor by assistant principal or</p>	

<p>instructional specialist).</p>	
<p>How will the school ensure that the SOL Blueprints and certain data from the third quarter benchmark assessments are used to direct remediation efforts for students who have not mastered SOL objectives?</p> <p>Provide detailed strategies. Include who is responsible for each strategy. For example: <i>Fifth grade mathematics teachers will spend thirty minutes per day working with small groups of students on specific SOL content as indicated in benchmark assessments.</i></p> <p>Include a plan for targeting students who need additional support in mastering SOL objectives.</p> <p>List specific programs/activities that will be used for remediation (i.e. tutoring plan, I Can Learn™, Saturday Academy).</p>	
<p>How will the principal emphasize the priority needed by everyone in the building to ensure that "all hands are on deck" to support increased student achievement?</p> <p><i>The principal must review the plan with all teachers in the building prior to the spring break so that the plan will be implemented no later than the first day of return from spring break.</i></p>	

Appendix D

Indistar® Training Schedule

Indistar® Webinar Training Sessions

The principal of each focus school and the division contact person will be required to participate in each Indistar® training session included in the table below.

Date(s)	Topics
Session 1 – September 27, 2012 Session 2 - October 10, 2012 Session 3 – November 1, 2012 Session 4 – December 6, 2012 Session 5 – January 10, 2013 Note: All sessions will be presented at 9:00 a.m. and 1:00 p.m.	Session 1 – Review information regarding school improvement planning; introduce the categories of rapid improvement school indicators and the corresponding Wise Ways research briefs; introduce the Indistar rubric Session 2 – Review the process for assessing indicators; model procedure for assessing indicators; introduce worksheets and meeting tools Session 3 – Review procedure for developing tasks associated with an indicator; review procedure for using worksheets and meeting tools Session 4 – Model the procedure for monitoring the improvement plan; introduce reporting tools Session 5 – Model the procedure for using quarterly data to evaluate and update improvement plan

Webinar assignments for each division's focus schools are included below. Please participate in the webinars during your assigned time.

Webinar Assignments	
9:00 a.m. Sessions	Albemarle County Alexandria City Amherst County Arlington County Augusta County Bedford County Campbell County Culpeper County Fairfax County Fauquier County Fluvanna County Franklin City Frederick County Greene County Greensville County Hampton City Hanover County Loudoun County
1:00 p.m. Sessions	Louisa County Lunenburg County Lynchburg City Manassas City Martinsville City New Kent County Newport News City Norfolk City Northampton County Northumberland County Nottoway County Prince Edward County Prince William County Richmond City Shenandoah County Smyth County Stafford County Staunton City

Appendix E

Indistar® Rubric

Indistar® Rubric

Directions

- **The division leadership team is responsible for monitoring improvement plans for each focus school.** One person from the division leadership team must be assigned to serve as a member of the school improvement team for each focus school. Monitoring activities include reviewing status comments, agendas, and meeting minutes.
- **The principal of each focus school and the division contact person** will be required to participate in each Indistar® training session included in the table below. As a follow-up to Sessions 2 and 3, the assigned member of the division leadership team will complete Domains 1 and 2 of the rubric. At the conclusion of each marking period, Domains 3 and 4 will be completed.

Date(s)	Topics
Session 1 – September 27, 2012 Session 2 - October 10, 2012 Session 3 – November 1, 2012 Session 4 – December 6, 2012 Session 5 – January 10, 2013 Note: All sessions will be presented at 9:00 a.m. and 1:00 p.m.	Session 1 – Review information regarding school improvement planning; introduce the categories of rapid improvement school indicators and the corresponding Wise Ways research briefs; introduce the Indistar rubric Session 2 – Review the process for assessing indicators; model procedure for assessing indicators; introduce worksheets and meeting tools Session 3 – Review procedure for developing tasks associated with an indicator; review procedure for using worksheets and meeting tools Session 4 – Model the procedure for monitoring the improvement plan; introduce reporting tools Session 5 – Model the procedure for using quarterly data to evaluate and update improvement plan

- **The assigned division leadership team member** will be responsible for completing an **Indistar® rubric** three times during the school year regarding the progress of the assigned focus school's improvement plan. The completed rubric will be submitted via the Indistar® Dashboard by the following dates:
 - January 18, 2013
 - April 30, 2013
 - June 28, 2013

School:

Division:

Form Completed By:

Submission dates: January 18, 2013, April 30, 2013, and June 28, 2013

Part I: Evaluation of the Improvement Plan

	Full Implementation	Functional Implementation	Limited Implementation	No Implementation
<p>Domain 1: Assessment and Selection of Indicators</p> <p>Assessment and selection of indicators are <i>consistently</i> based on formative data and the needs of the identified proficiency gap group(s). <input type="checkbox"/></p> <p>Complete this section before the November webinar</p>	<p>Assessment and selection of indicators are <i>consistently</i> based on formative data and the needs of the identified proficiency gap group(s). <input type="checkbox"/></p>	<p>Assessment and selection of indicators are <i>inconsistently</i> based on formative data and needs of the identified proficiency gap group(s). <input type="checkbox"/></p>	<p>Assessment and selection of indicators are <i>not</i> based on formative data and needs of the identified proficiency gap group(s). <input type="checkbox"/></p>	<p>No indicators have been selected or assessed. <input type="checkbox"/></p>
<p>Domain 2: Quality of Tasks</p> <p>All indicators <i>consistently</i> have a series of tasks appropriate to each indicator and give a detailed explanation of activities related to meeting the needs of the identified proficiency gap group(s). <input type="checkbox"/></p> <p>Complete this section before the January webinar</p>	<p>All indicators <i>consistently</i> have a series of tasks appropriate to each indicator and give a detailed explanation of activities related to meeting the needs of the identified proficiency gap group(s). <input type="checkbox"/></p>	<p>Indicators <i>inconsistently</i> have a series of tasks that are appropriate to the indicator and give a detailed explanation of activities related to meeting the needs of the identified proficiency gap group(s). <input type="checkbox"/></p>	<p>Indicators <i>do not</i> have a series of tasks appropriate to the indicator and <i>do not</i> give a detailed explanation of activities related to meeting the needs of the identified proficiency gap group(s). <input type="checkbox"/></p>	<p>No tasks have been developed for the selected indicators. <input type="checkbox"/></p>
<p>Domain 3: Monitoring the Plan</p> <p>Detailed comments regarding progress of the series of tasks are <i>consistently</i> entered into Step 6 of the plan. <input type="checkbox"/></p> <p>Complete this section quarterly</p>	<p>Detailed comments regarding progress of the series of tasks are <i>consistently</i> entered into Step 6 of the plan. <input type="checkbox"/></p>	<p>Detailed comments regarding progress of the series of tasks are <i>inconsistently</i> entered into Step 6 of the plan. <input type="checkbox"/></p>	<p>Comments entered into Step 6 of the plan <i>do not</i> address progress of the series of tasks. <input type="checkbox"/></p>	<p>The plan has not been monitored. <input type="checkbox"/></p>
<p>Domain 4: Modifying the Plan</p> <p>Formative data are <i>consistently</i> used on a quarterly basis to make modifications to indicators and/or tasks. <input type="checkbox"/></p> <p>Complete this section quarterly</p>	<p>Formative data are <i>consistently</i> used on a quarterly basis to make modifications to indicators and/or tasks. <input type="checkbox"/></p>	<p>Formative data are <i>inconsistently</i> used to make modifications to indicators and/or tasks. <input type="checkbox"/></p>	<p>Modifications to the plan are not based on formative data. <input type="checkbox"/></p>	<p>The plan has not been modified. <input type="checkbox"/></p>

Part II: Justification for the ratings entered in Part I.

Domain 1: Assessment and Selection of Indicators

Domain 2: Quality of Tasks

Domain 3: Monitoring the Plan

Domain 4: Modifying the Plan

Appendix F

Adaptive Reading Assessment Program – Approval Form

Office of School Improvement
Focus Schools - Adaptive Reading Assessment Program
Approval Form
Due November 2, 2012 via the Indistar® Dashboard

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.

School Name:

Division:

6. Name of adaptive reading program:
7. Provide a brief description of the program:
8. 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
 - iii. Tier 3
9. Describe how often instructional staff members will monitor the progress of students at each tier:
 - a. Tier 1 -
 - b. Tier 2 -
 - c. Tier 3 -
5. Does the program provide:
 - a. Lexile scores?
 - b. Grade equivalency scores?

Office of School Improvement (OSI) use only:

- Adaptive reading program approved
 Adaptive reading assessment program **not** approved
 Reason(s):

Appendix G

Technical Assistance Request Form

Office of School Improvement – Technical Assistance Request Form

Please complete this section to request technical assistance for a school division and/or school.

1. Problem Statement: Describe, as specifically as possible, the condition or issue for which the training or technical assistance is requested. List the **intended audience or recipients** of the training or technical assistance.

Response: (Use as much space as needed.) _____

Division contact person's name	Division contact person's e-mail address
--------------------------------	--

School principal's name	School principal's e-mail address
-------------------------	-----------------------------------

School principal's name	School principal's e-mail address
-------------------------	-----------------------------------

School principal's name	School principal's e-mail address
-------------------------	-----------------------------------

School principal's name	School principal's e-mail address
-------------------------	-----------------------------------

2. Training or Technical Assistance: Please indicate below the type(s) of training or technical assistance you recommend for the division to receive. If you are unsure, please leave this section blank. *Note: OSI will determine the type of technical assistance provided based upon analysis of the request and available resources.*

Response:

- Peer mentoring from another school/division
- Direct technical assistance from OSI staff or Technical Assistance Team member
- Webinar or webinar series (Please note that webinar series are designed to be attended by a school principal and division contact person. If selecting more than one, please indicate the highest priority with "1," second-highest priority with "2," etc.)

__ Co-teaching/Inclusion	__ School improvement planning
__ Data-driven improvement	__ Student engagement
__ Differentiation instructional strategies	__ Student support services
__ Formative assessment	__ Reading/writing SOL instructional strategies
__ Literacy	__ Mathematics SOL instructional strategies
__ Quality teaching/instructional supervision	__ School culture

Other type of technical assistance (Please explain: _____)

(The section below will be completed by OSI staff)

Disposition of requested technical assistance:

OSI will provide the following technical assistance: