2009 No Child Left Behind Technical Assistance

Developing and Implementing a Title I Plan

Mercer County Community College

West Windsor, New Jersey

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School Improvement Plans – General Points

Schools can write new plans or modify existing plans

Most of the plans we have read are single plans that incorporate schoolwide and school improvement requirements into this document

Statutorily only schools in years 1 & 2 of improvement are required to have plans

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School Improvement Plans – General Points

Plans cover 2 years

Parents, school staff, LEA staff, and outside experts are involved in plan development, implementation and evaluation

Plans are developed within three months of the school being identified for improvement and implemented as soon as possible

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School Improvement Plans – Required Elements

Strategies based on scientifically based research that will strengthen the **core academic subjects** and address the **specific academic issues** that caused the school to be identified for improvement

Policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that **all groups of students** will **meet the State's proficient level of achievement** on the State's academic assessments

School Improvement Plans – Required Elements

Assurance that the school will spend not less than **10%** of its Title I funds for the purpose of providing **high-quality professional development** for the school's teachers and principal (only required in schools in year 1 or 2 of improvement)

- Directly addresses the academic achievement problems that caused the school to be in improvement

- Meets the requirements for professional development in section 1119

- Provides for increased opportunity to participate

School Improvement Plans – Required Elements

Specifies how professional development funds will be used to remove the school from improvement

Specific **annual, measurable objectives** for **continuous and substantial progress** for each subgroup of students (moving toward 2013-2014 goal of 100% proficiency)

Specifies the **responsibilities** of the **school,** the **LEA** and the **SEA**, including the technical assistance to be provided by the LEA

School Improvement Plans – Required Elements

How the school will provide **written notice** about the identification to parents (in an understandable format)

Strategies to promote effective **parental involvement**

Activities **before school**, **after school**, during the **summer** and during any **extension of the school year**

Incorporating a t**eacher mentoring** program

Schools in Corrective Action

While no specific plan is required, a school must implement one of the required corrective actions in the statute:

- Replace school staff who are relevant to the failure of the school to make AYP

- Institute a new curriculum

- Significantly decrease the management authority at the school level

- Appoint an outside expert to advise the school

Schools in Corrective Action

Corrective Action options (continued):

- Extend the school day or school year

- Restructure the internal organizational structure of the school

Restructuring

Restructuring does require the LEA to prepare a plan to implement an alternative governance system

If a school enters the Implementing Restructuring stage it must implement one of the required options (consistent with State law):

- Reopen the school as a charter school

- Replace all or most of the school staff (which may include the principal)

Restructuring

Restructuring options (continued):

- Enter into a contract with an entity, such as a private management company, to operate the school

- Turn the operation of the school over to the SEA (if permitted and the SEA agrees)

- Any other major restructuring of the school's governance arrangement that makes fundamental reforms

Restructuring – New Regulations

October 2008 Title I Regulations specified that:

- Interventions implemented as a part of a school's restructuring plan must be significantly more rigorous and comprehensive than the corrective action that was implemented (unless the school has begun to implement one of the restructuring options as a corrective action)

- Districts must implement interventions that address the reasons why a school is in restructuring

Restructuring – New Regulations

October 2008 Title I Regulations specified that (continued):

- The restructuring option of replacing all or most of the school staff may include replacing the principal, however, replacing the principal alone is not sufficient to constitute restructuring

- The "other" option to restructure a school's governance may include replacing the principal so long as this change is part of a broader reform effort

LEA Technical Assistance

Analyzing assessment data to help identify solutions

Identifying and implementing professional development, instructional strategies and methods of instruction

Analyzing the school's budget

Characteristics of High Performing Schools

Nine characteristics of high performing schools:

1. Clear and shared focus

2. High standards and expectations

3. Effective school leadership

4. High levels of collaboration and communication

5. Curriculum, instruction and assessment aligned with standards

Characteristics of High Performing Schools

Nine characteristics of high performing schools (continued):

6. Frequent monitoring of teaching and learning

7. Focused professional development

8. Supportive learning environment

9. High levels of community and parent involvement

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The Planning Process

Needs Assessment (planning team, creating a vision, creating a school profile, identifying data sources, analyzing data)

Creating and Implementing Plan (identifying priorities and effective strategies, setting measurable goals, writing the plan, putting the plan into action)

Plan Review/Evaluation (identifying the questions to ask, deciding who conducts, conducting the evaluation, revising the plan as needed)

Planning Steps

Establish a planning team – parents, teachers, administrators, support personnel, outside experts*

Clarify the vision for reform

Create the school profile

Identify data sources

Analyze the data

* This team may be a newly constituted team or an already existing team

The Planning Team

Composition:

- Principal

- School and district administrators

- Teachers representing different grade levels and content areas

- Support personnel (e.g., counselors)

- Parents and community members

- Students (high schools)

- External technical assistance providers

Clarifying the Vision

Sets the stage for the needs assessment

Key questions:

- What is our purpose?

- What are our expectations for students?

- What are our responsibilities as adults?

- How important are collaborations and partnerships?

- How are we committed to continuous improvement?

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Creating the School Profile

Identifies the gaps between where the school is and where it wants to be

Serves as a starting point for the planning team and identifies focus areas for the needs assessment

Areas to be included in the profile:

- Student needs – achievement data, mobility rates, attendance rates, discipline issues, interventions

Creating the School Profile

Areas to be included in the profile (continued):

- Curriculum and instruction – instructional materials available and aligned, textbooks available and aligned, formative and summative assessments, technology

- Professional development – how are activities identified, relationship to classroom instruction, who provides, common planning time, how are activities evaluated

Creating the School Profile

Areas to be included in the profile (continued):

- Family and community involvement – frequency of communication with parents, business partnerships, how are activities evaluated, how are parents involved

- School context and organization – vision and mission statements, safe and orderly environment, school climate, staff and student morale, the role of the principal

Identifying Data Sources

Quantitative data – student achievement, dropout rates, enrollment, graduation rates, disciplinary actions (ISS, OSS, expulsions)

Qualitative data (attitudes and perceptions) – gathered through surveys, telephone conversations, focus groups, classroom observations

Analyzing Data

Discussion/guiding questions:

- What are the strengths and challenges of the current school program?

- Does the evidence gathered support staff assumptions about the strengths and needs?

- Are there information gaps? What more do we need to know?

- What priorities does the information suggest?

Comprehensive Needs Assessment

Characteristics:

- Based on clearly presented, valid, empirical data

- Includes a variety of sources of information (teachers, parents, students, administrators)

- Contains an adequate sample of individuals and groups

- Accurately interprets the data to identify strengths and weaknesses

Comprehensive Needs Assessment

Characteristics (continued):

- Insightfully presents the contributing factors of the strengths and weaknesses

- Identifies needs from the contributing factors

- Sets priorities for needs in a manner that addresses student learning

Comprehensive Needs Assessment

Data sources:

- Progress of students in each subgroup

- Instructional and assessment alignment with standards

- Student mobility

- Classroom management

- Professional development

- School climate (safe and orderly)

- School climate (high student and staff expectations)

Comprehensive Needs Assessment

Data sources (continued):

- School governance

- Family-school and school-community relationships

- Student achievement

- Dropout data

- Staff turnover (administrators, teachers and support personnel)

Selection of Priorities and Effective Strategies

Select no more than three priority areas from among those identified through the needs assessment as focus areas

- Ensures that everyone understands what is important and where resources will be directed (focused intent)

- Helps identify key professional development activities

- Promotes a sense of confidence that improvement is possible

Selection of Priorities and Effective Strategies

Effective strategies – guiding questions:

- Are the strategies relevant to the mission of the school?

- How do the strategies directly address the underlying causes of the weaknesses identified?

- In what ways will the strategy have an impact on student performance?

- Is there evidence that the selected strategies have been successfully implemented and have produced positive outcomes in a variety of situations?

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Selection of Priorities and Effective Strategies

Effective strategies – guiding questions (continued):

- Have the strategies been successful in a setting similar to your school?

- What resources (time, money, materials, personnel) will the school use to implement each strategy?

- What professional development activities need to occur to implement each strategy?

- How will each selected strategy help the school close the achievement gap between subgroups?

Setting Measurable Goals

Include both student achievement goals and goals that address how the school will operate

Goals should be specific, measurable, attainable, time-bound and focused on increasing achievement for all students in the school

Goals should address a crucial need identified through the needs assessment

Setting Goals and Objectives - Guiding Questions

- What professional development is needed

- Which TA providers will offer or support the needed professional development

- How can current resources be reallocated to achieve the goals (if necessary)

- What additional resources are needed?

- What are the barriers to achieving the goals?

- What action steps must be taken, who will be responsible for ensuring these steps are taken, and what are the timeframes?

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Goals and Objectives - Guiding Questions to Ask Before Finalizing

- Does the goal address a crucial, identified need?

- Will achieving the goal positively affect all students?

- Is the goal specific enough to be understood by all?

- Does the goal include specific objectives, strategies and action steps?

- Is the expected outcome measurable? Are there short-term and long-term outcomes?

- Is the goal realistic and attainable?

- What is the timetable for achieving the goal?

Writing and Implementing the Plan

Plan must include the required components from NCLB (must also include required elements for schoolwide plans if a single document is used)

If the format uses different headings than are used in NCLB, it is suggested that a "crosswalk" be developed

Roles and responsibilities should be clearly defined as should funding sources and timelines (including interim points along the way to measure progress)

Evaluating and Revising the Plan

Need to identify the evaluation questions to ask early on (when activities/strategies are being developed) – guides the collection of data

Need to identify how success will be measured and by whom

If revisions are needed, how will these be handled and by whom

How extensive will the review be and who will be responsible for conducting (usually comes down to money)?

Evaluating and Revising the Plan – A Process

1. Identification of purposes and intended audiences

2. Identification of issues and development of review questions

3. Identification of data collection instruments

4. Collection of data

5. Analysis and interpretation of results

6. Reporting

Evaluating and Revising the Plan

Examples of evaluation measures:

Questionnaires and surveys	Focus groups
Classroom observations	Attendance data
Feedback from external experts	Team meeting reports
Interim assessments	Site visit reports
School designed rubrics	Discipline reports
Dropout data	Walkthroughs

Closing Comments/Observations

Some plans we have reviewed are all over the map

Some plans are so focused on reading/language arts and math that the underlying causes aren't addressed

Meaningful professional development tied to identified needs is essential to the success of any plan

A well-written plan that is not implemented is no plan at all

Closing Comments/Observations

The peer review process is a helping tool for both the writers and the reviewers, so please don't see it as simply a requirement to check off

The Unified Plans I read were very detailed (much more than many I have read in other states)

The Unified Plans I reviewed were very straight forward – e.g., identifying why certain professional development strategies didn't work and how to respond to that situation

Questions