

School Improvement Planning

John Harris and LaDonna Spain
School Improvement Conference
2015-2016

ACSIP STATEWIDE FIELD TEST

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ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



Arkansas Comprehensive School Improvement Planning (ACSIP) is a framework for a focused action plan that addresses the effective use of a school's implementation of goals, instructional programs and strategies to meet student needs. All Arkansas public and charter schools, as defined by Ark. Code Ann. § 6-15-419, must use the ACSIP model.

District and school leadership teams lead the comprehensive planning process through professional practice, compared with research-based effective practice. The teams chart the course of improvement for both short-term and long-term goals through:

- > Communicated and clear expectations
- > A structured, continuous process
- > Access to research and resources
- > Coaching and feedback

Arkansas school districts build capacity and assume responsibility for supporting, coaching and monitoring the work of their schools.

During the 2015-2016 academic year, the Arkansas Department of Education (ADE) will conduct a

School Improvement

[ACSIP Statewide Field Test](#) ▶

[School Improvement Conference 2014](#) ▶

[School Improvement Specialists](#) ▶

[Related Laws](#) ▶

[Related Commissioner's Memos](#) ▶

Related Links

[Center on Innovations in Learning](#) ▶

[School Community Network](#) ▶

[ADI Research, Reports and Resources](#) ▶

[Academic Development Institute \(ADI\)](#) ▶

[Indistar® Success Stories](#) ▶

[Indistar®](#) ▶

[Rules Governing the Distribution of Special Needs Funding and Determination of Allowable Expenditures](#) ▶

<http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/acsip-statewide-field-test>



Session Purpose

- Where we have been?
- Where we are going?
 - Trainings
 - Timelines
- Why we are going in a new direction?
- Introduction to the school improvement process
- Expectations of educators working from the process



Where We Have Been?

- ADE, 35 school districts, and 2 charter **schools piloted the new process** in SY 2014-15
 - **The advisory committee for the pilot recommended continuation and expansion of the new process**
- The current ACSIP software and process
 - Required multiple repairs
 - Difficult to navigate for use “as a real-time school improvement process”
 - **Did not meet the federal intent** of prior approval expenditures
 - **Focused on How we spent”** categorical funds rather than “how we improve” student outcomes.



Where We Are Going?

The 2015-2016 ACSIP State-Wide Field Test allows

-

- **Greater flexibility** with timelines
- Districts **voice** through advisory groups for feedback prior to implementation in 2016-2017
- **Separation of federal funds** approval compliance from the school improvement process
- **Ongoing and uninterrupted school improvement practices** at the school and district levels.
- **A reduction in the duplication of effort** by utilizing the Arkansas Public School Computer Network (APSCN) as the Arkansas Comprehensive School Improvement Plan (ACSIP) budgeting process.
- **One location for compliance documents**
- School improvement **formative practices.**



Getting Started

July	August
<p>ADE</p> <ul style="list-style-type: none">• Statewide Advisory Team• Seeking feedback from Pilot Advisory Team• Initial training and technical support	<p>ADE</p> <ul style="list-style-type: none">• Align School Improvement strategic plan to needs of districts• Continue Initial training and technical support• Provide on-going technical support through website updates (Comm. Memos, Statewide Field Test ADE site) training, coaching, frequent monitoring of implementation within the web-based tool
<p>Districts</p> <ul style="list-style-type: none">• Attend trainings• Conduct school level trainings	<p>Districts</p> <ul style="list-style-type: none">• Develop and implement plan for improvement• Some attend trainings• Conduct school level trainings• Guide and coach schools
<p>Schools</p> <ul style="list-style-type: none">• Attend district trainings• Plan for leadership and instructional teams	<p>Schools</p> <ul style="list-style-type: none">• Attend district trainings• Plan for leadership and instructional teams



Statewide Field Test Training Dates at Regional Coops

July

- **July 15th ADE Early Bird Training**
- **July 20: ADE Unit Training**
- July 24: OUR (John)
- **July 27: ADE Statewide**
- July 27: Wilber Mills (John)
- July 28: Southwest (LaDonna)
- July 28-29: Northwest (John)
- July 30: ArchFord (John)
- July 31: Western (John)
- July 31: Southeast (LaDonna)

August

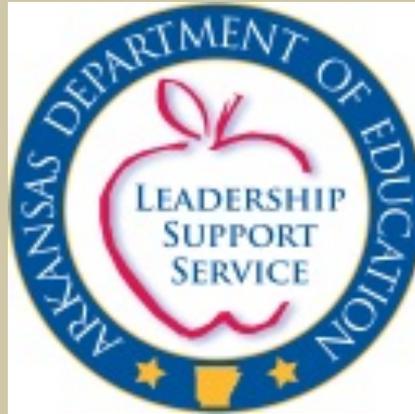
- **August 6: ADE Statewide Test Training**
- August 7 & 12- Crowley's Ridge (LaDonna)
- August 7 & 10- ArchFord (John)
- August 10- South Central (LaDonna)
- August 11- DeQueen-Mena (John)
- August 20- Northeast (John)
- August 20 & 21- Dawson (LaDonna)
- August 25- Arkansas River (John)
- August 26- North Central (John)
- August 28- Great Rivers (LaDonna)



Why We Are Going There?

- The ADE is seeking to separate funding, monitoring, compliance, and school improvement within ACSIP components so that school improvement is once again the primary focus of the ACSIP process.
- A new process and tool allow for this future objective.
- Districts and schools need to have a meaningful process for purposeful school improvement implementation .

Note: The “old” ACSIP archives will continue to be available for district reference and access for up to 5 years.



THE PRACTICE OF BUILDING LEADERSHIP GUIDANCE



How to articulate a vision

- Communicate the **value** of the vision and how it **can be achieved**.
- **The leaders actions and words will speak loudly of the support of the vision.**
- A living vision is directing the stakeholders **daily** through leadership.
- It influences student education, personnel decisions, budget decisions, and instructional decisions. (Shipman, 2007)

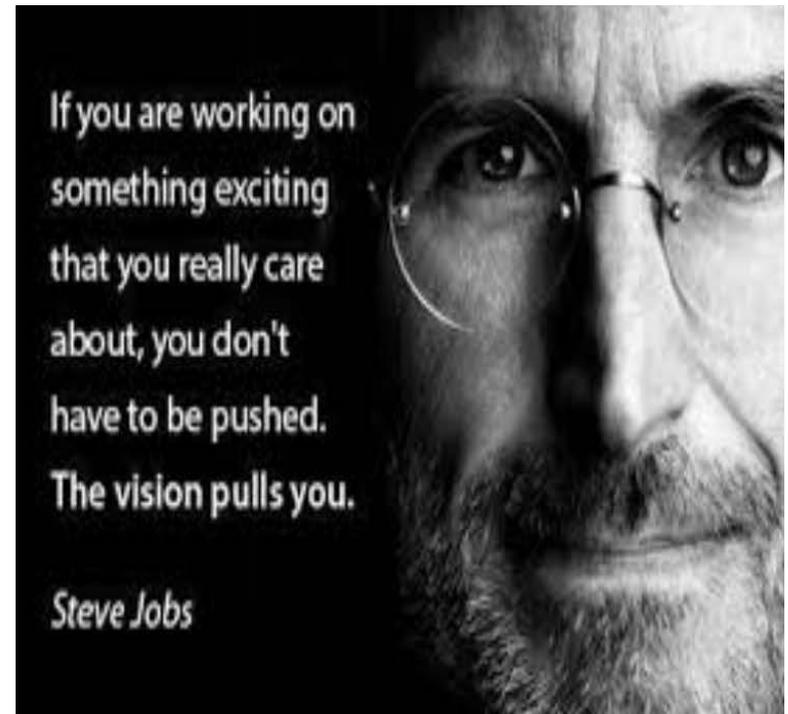
**Use the Yes / No Check-
When assessing proposed
programs and activities**

YES

“Is this aligned with the organization’s vision?” **If yes, proceed with a realistic decision to make progress**

NO

“Is this aligned with the organization’s vision?” **If no, articulate to stakeholders why the proposal is not appropriate**

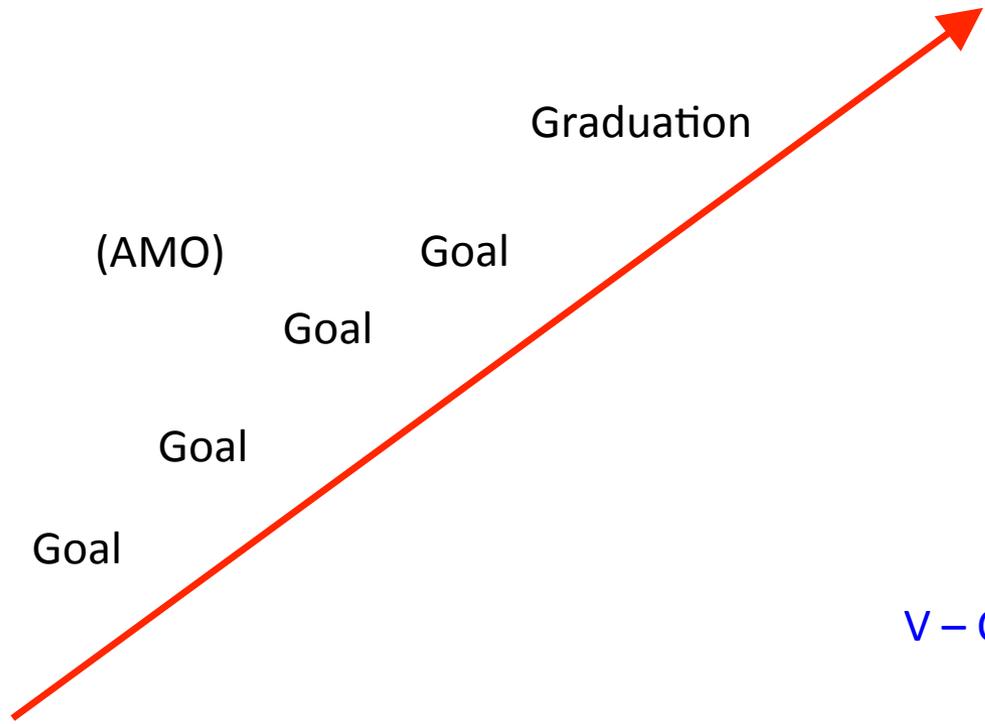




Vision- Future

Where we want to be.

Successful at college or career



$V - CR = \text{Needs Assessment}$

Current Reality- Present

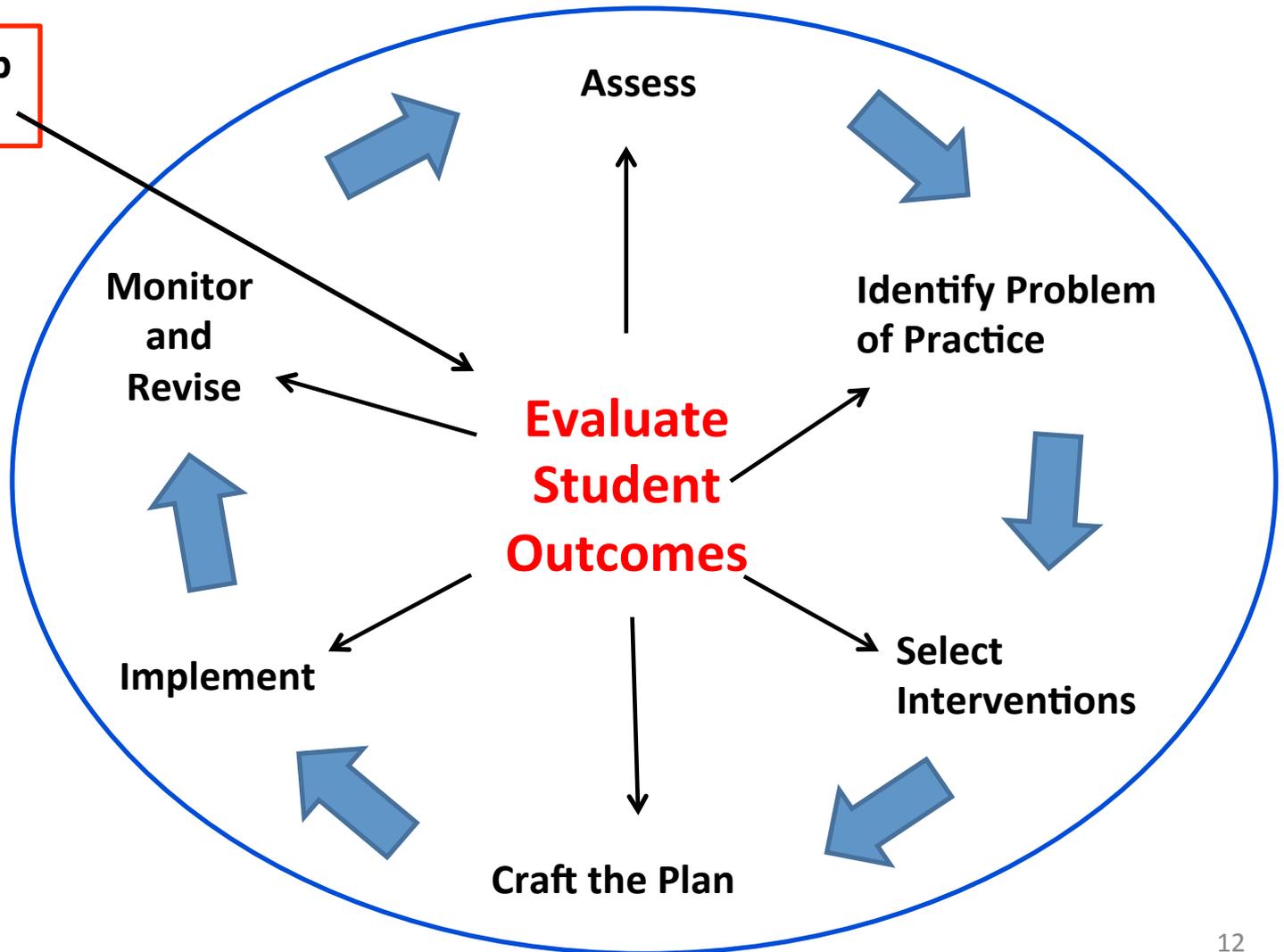
Shipman, N., & Queen, J. (2007). *Transforming school leadership with ISLLC and ELCC* (pp. 13). Larchmont, NY: Eye On Education. ADE: School Improvement Unit (2014-15)

IA08The school board and superintendent present a unified vision for school improvement. (8)



Assessing the Need for Change

Form Leadership team





Teams: The cornerstone of Indistar®

Leadership Team

The team that manages the Indistar® process and is ultimately responsible for making decisions for the school and for school improvement.

Instructional Teams

Teams that include teachers in grade level groupings, grade-level clusters, or subject areas. Responsible for planning instruction for students.

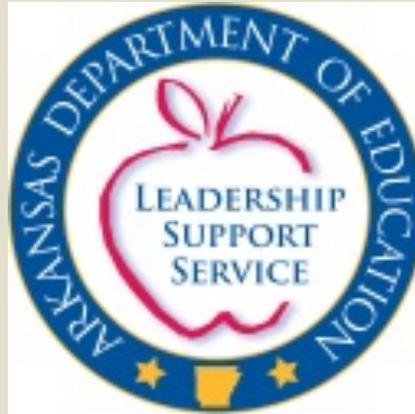
Teams

School Community Council

A team that includes parents as the majority of its members and looks at how the school and families work together for the benefit of students.

Time

Teams need time to do their work and structure to do effective work. Indistar® provides benchmarks of work to be completed at specific points in time during the year.



BUILDING ROLES AND RESPONSIBILITIES



School Leadership Team Roles

Which team-

- utilizes the leaders, principal and teachers to ensure effective practices for school improvement?
- creates a system to improve instruction in the classroom?
- builds capacity through **shared leadership and distributes leadership responsibilities?**
- communicates
 - regularly through becoming stewards of the Vision by **quantifying the Vision?**
 - to faculty and staff and parents progresses of the implementation and outcomes of School Improvement Process efforts?
- analyses classroom level data?
- ensures implementation by regularly monitoring and evaluation of the effectiveness of systems and programs?
- has the ability and authority to facilitate change?
- increases the effectiveness of the teacher through data driven professional development?

Distributed leadership through the looking glass (Harris, 2001; Spillane & Diamond, 2007) supports the concepts of distributed leadership and collaboration among a team to help drive improvement. <http://mie.sagepub.com>

WiseWays®

ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)

ID10 The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)

IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)

IF11 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (3984)

IG01 The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3981)

IH01 The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (3982)



The Principal's Role

Who-

- **communicates and markets a clear vision through direct, regular conversations?**
- provides direction to the teams through discussing observations?
- is informed by collecting information and bringing it back for use and direction to the various teams including the leadership team?
- maintains a focus on learning more than 50% of their time that is focused on learning?
- aggregates and analyzes the observational data by taking all observation data and collapsing it into percentages?
- reports to the leadership team observed findings?
- builds capacity in others by mentoring them?

WiseWays®

ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)

IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)

IB09 The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement. (24)

IB10 The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (25)

IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)

IE05 The principal participates actively with the school's teams. (56)

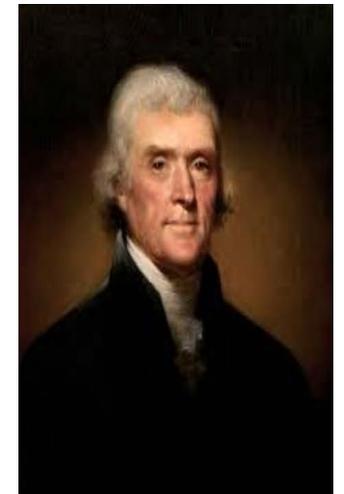
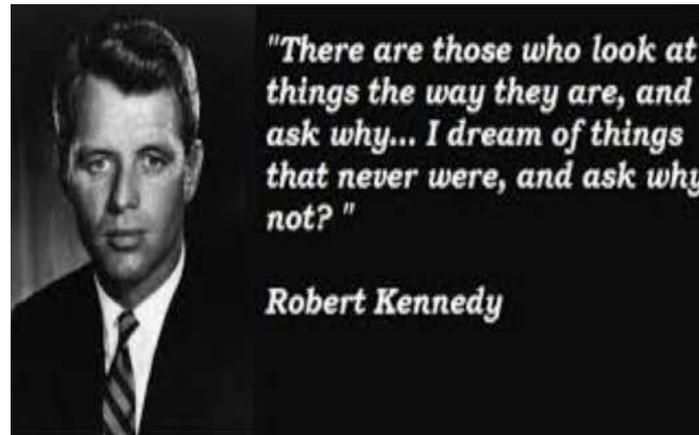
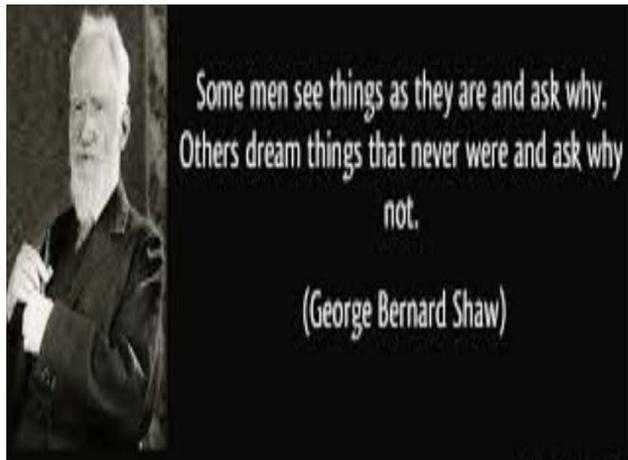
IE06 The principal keeps a focus on instructional improvement and student learning outcomes. (57)

IE07 The principal monitors curriculum and classroom instruction regularly. (58)

IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)



“To rise above mediocrity, any organization or leader must have a vision.”





THE PRACTICE OF UTILIZING INSTRUCTIONAL TEAMS



Instructional Teams (1 of 2)

Which team-

- meets, develops, reviews, refines, and frequently repeats processes(working vertical and horizontal teams)?
- analyzes roles of individuals and ensures effectiveness?
- formulates instructional units for the year by translating the state standards to units including pre and post tests for the year?
- differentiates instruction?
- determines which students have mastered or understand the standard or skill?
- determines which students have not mastered the standard or skill, and reason for reaction?
- Changes or amends the instruction?
- Interprets the data from the assessments?
- discusses effective practices and strategies?

WiseWays®

IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)



Instructional Teams (2 of 2)

- The posttest validates
 - the purpose for professional development
 - Realignment of instructional practices and strategies
 - next steps of instructional facilitators and other support staff to support instructional practices. Without the posttest there is no real-time data to send to the leadership to react to or use to plan
 - Measures and rate of effectiveness
 - summative data, interim data, and formative assessment data and practices
- Cross curricular alignment
- Open to the practice of vertical instructional practices
- Embedded professional development

WiseWays®

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Instructional Facilitator

Who-

- is focused on instructional practices?
- brokers resources and are the liaison to the teachers?
- models, demonstrates, and provides resources related to instructional guidance of practices?
- frees teachers to
 - see other teachers for peer observations?
 - attends leadership team meetings?
- embeds professional development?
- guides the formative assessment process?
- assist teachers in gathering data?
- is able to explain real time data and trends?



Teachers

Who-

- has high expectations and working relationships with students and other teachers?
- needs time to review of performance outcomes of students for planning instruction?
- facilitates learning and delivers differentiated instruction
- must understand student needs by
 - having a working relationship with students?
 - How are we measuring relationships, growth, etc.?
 - assessing the learning?
 - What data is being collected because students are not achieving?
- has pedagogy and content knowledge?
- engages the student in the learning of the standards?
- participates in a formative assessment process through instructional teaming?
- aligns standards to the, curriculum, instruction, and assessments?

WiseWays®

IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

IF06 Teachers are required to make individual professional development plans based on classroom observations. (70)

IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)



DISTRICTWIDE SYSTEMIC PROCESS TO IMPROVE STUDENT ACHIEVEMENT



A few responsibilities of the District School Board

Who-

- develops the vision?
- determines the mission and direction of the school district?
A.C.A. § 6-13-620
- adheres to state and federal laws governing public schools? (Finance, employment) **A.C.A. § 6-13-620**
- enacts, enforces, and obeys school district policies? (Student safety, Civil rights, discipline) etc... **A.C.A. § 6-13-620**
- looks out for students when making decisions?
- incorporates the community decisions?
- involves municipal and civic leaders, both as serving members and as ambassadors to municipal and civic leaders? (Rhim, 2013)

A.C.A. § 6-13-620

IA01The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)

IC01The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)

Center for Public Education.org <http://www.centerforpubliceducation.org/You-May-Also-Be-Interested-In-landing-page-level/Audience-The-Public-YMABI/The-Role-of-School-Boards>

Rhim, L. (2013). *Moving beyond the killer B's: The role of school boards in school accountability and transformation*. Lincoln, IL: Academic Development Institute.



A few District Leadership Roles

Which team-

- translates the vision to support the needs of the schools?
- provides job responsibilities and descriptions?
- aligns the systems within the district?
- gives autonomy to schools?
- continuously monitors progress?
 - receives school improvement data from multiple sources for review?
 - looks at multiple sources of data?
- differentiates support?
 - has a presence on site?
 - has building level personnel on the district team?
 - assess progress?
 - provide pressure is necessary?
- manages the schools' effectiveness?
- receives frequent reports from each school related to progresses?

A.C.A. § 6-13-620

IA08The school board and superintendent present a unified vision for school improvement. (8)

IA09The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9)

IA10The district regularly reallocates resources to support school, staff, and instructional improvement. (10)

IA14The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)

IA15The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)

IB01The district operates with district-level and school-level improvement teams. (16)

IC01The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)



Vision, Mission, Goals

Vision	Mission	Goals
<ul style="list-style-type: none">• The description of<ul style="list-style-type: none">• an organization when it is at its peak performance• what the organization should look like. 	<ul style="list-style-type: none">• Summarizes goals to fulfill the Vision 	<ul style="list-style-type: none">• Intermediate steps that when attained contribute to the accomplishment of the mission to fulfill the vision 

ISLCC Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community.

ELCC Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Shipman, N., & Queen, J. (2007). *Transforming school leadership with ISLLC and ELCC* (pp. 8, 10-12). Larchmont, NY: Eye On Education.

IA08The school board and superintendent present a unified vision for school improvement. (8)



Internal School Improvement Specialist

Who-

- regularly reviews the work of the school and district leadership teams and provides guidance, reflection, pressure, and support?
- provides specific coaching support for principals, assistant principals, and leadership teams?
- coaches small groups of teachers and/or instructional facilitators in analyzing data and using data to differentiate instruction?
- keeps abreast of all new development in areas of data analysis and disseminates current information to all teachers and administrators?
- provides ongoing professional development for teachers and administrators in the areas of data collection and analysis?
- facilitates meetings of instructional teams (PLCs)?
- trains and supports teachers in the use of formative assessments?
- oversees intervention, remediation and tutorial activities at the school site?
- analyzes assessment data as it relates to the school, to individual student achievement, and to the improvement of instruction?
- serves as a member of the school's improvement team?
- serves as a liaison between the school administration and central office administration and the school administration and teachers, students and parents for areas identified as assigned responsibilities and essential functions?

IC02The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)

IB09The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement. (24)

IB10The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (25)



THE PRACTICE OF ASSESSING EFFECTIVENESS



Assessment types

- **Input measurements** - identify **resources** provided to a program or process
- **Output measurements** - measure quantitative production of a program and processes impact
- **Outcome measurements** - true goal-related measures that assess program effectiveness and impact.

WiseWays®

IG01 The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3981)

IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)

IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

Leading and lagging indicators

Indicator- Objectives created from need with action steps to carry forward the tasks for to determine improvement.

- **Leading indicators-** “Future tellers of the practice.” Allow progress monitoring so that needs can be determined and corrected or addressed before it is too late.
- **Lagging indicators-** “Reactionary practice” include end-of-course (EOC) or end-of-grade (EOG) assessments.
- ***A school improvement plan stacked with lagging indicators is of little use until the following year. (We are seeking formative and interim practices..)***
- ***For each Objective identified, school improvement teams should explicitly pursue an appropriate balance of leading and lagging indicators.***



NEXT STEPS



Logging In

“Indistar Website” <http://www.indistar.org/>.

Indistar
Lighting our path to stellar learning®
Academic Development Institute

Learn More About Indistar®

What is Indistar? (YouTube video)
What is Indistar?
* right click on link to download video
What is Indistar? (web page)

Indicators in ACTION™
Indicators NOW

Indistar Summit 2012
Indistar Summit 2013

Indistar PowerPoints

Select Presentation ▾

To download presentation, choose the presentation title from the drop down menu.

Indistar Login

Enter your State, District, or School login and password.

Login

Indistar Resources: Documents

Indistar® is a web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process.

[Resources for Indistar Documents](#)

NEW Indistar Leadership Video

Home | About
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Welcome

Please enter your Login and Password below

Please Enter Your Login

Please Enter Your Password

LOGIN

Contact Us

What's Happening in Indistar?

Activity in the last 7 days across all of Indistar

Leadership Team Meetings	Tasks Completed	Objectives Met
62	113	48

Check out the newest "Indistar Web-System Instructions" manual under Resources, as well as the new powerpoint about the latest Guest Page updates!
www.indistar.org

Websites

- Academic Development Institute
- School Community Network
- Indistar
- Center on Innovations in Learning

Communities of Practice

- Ed Leaders Network
- Indistar Connect

Videos

- What is Indistar?
- The Indistar Leadership Team
- Indicators in Action
- Indicators Now

Documents

- Making Indistar Work for You
- Browser Settings & Troubleshooting Guide



Related WiseWays®

- ID07 A **Leadership Team** consisting of the **principal, teachers who lead the Instructional Teams**, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)
- IF06 Teachers are required to make individual **professional development** plans based on classroom observations. (70)
- IG01 The **school monitors progress** of the extended learning time **programs and strategies being implemented**, and uses data to inform modifications. (3981)
- IIB02 **Unit pre-tests and post-tests** are administered to all students in the grade level and subject covered by the unit of instruction. (92)
- IIB04 **Teachers individualize instruction** based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
- IID02 The **school tests each student at least 3 times each year** to determine progress toward **standards-based objectives**. (100)
- IID11 **Instructional Teams** review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "**red flag**" **students in need of intervention** (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)
- IIIA01 **All teachers** are **guided by a document** that **aligns standards, curriculum, instruction, and assessment**. (110)



Resources

Arkansas Department of Education. Retrieved June 07, 2015, from <http://www.arkansased.gov/>.

Arkansas Department of Education, ACSIP Statewide Field Test. Retrieved June 11, 2015 from <http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/acsip-statewide-field-test>.

Center for Public Education. Retrieved June 9, 2015, from <http://www.centerforpubliceducation.org/You-May-Also-Be-Interested-In-landing-page-level/Audience-The-Public-YMABI/The-Role-of-School-Boards>.

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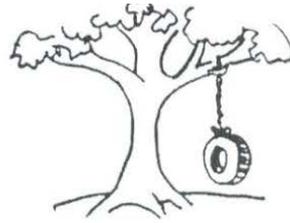
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Shipman, N., & Queen, J. (2007). *Transforming school leadership with ISLLC and ELCC* (pp. 15). Larchmont, NY: Eye On Education.



Thank you for participating in the
School Improvement Planning Session!



What the Student
Needed

For more information contact

Dr. Richard Wilde
(501)-683-3434

or

Statewide Field Test Presenters:

Mr. John Harris,
Zone 1 Leader

Ms. LaDonna Spain,
Zone 3 Leader

John.harris@arkansas.gov

ladonna.spain@arkansas.gov

Phone: 479-965-2191

Phone: 870-367-4836

Cellular: 479-462-2672

Cellular: 501-580-9715

Fax: 479-965-2723

Fax: 870-367-9877