

Priority Schools

2nd Quarter Reports



Word Wall

Acronym Wall

ACSIP – Arkansas Comprehensive School Improvement Plan

PIP – Priority Improvement Plan – Priority School

ESEA – Elementary and Secondary Education Act

NCLB – No Child Left Behind – ESEA

Flexibility Waiver – Waives NCLB Requirements

ESSA – Every Student Succeeds Act – ESEA

SI – School Improvement

SIU – School Improvement Unit

SIS – School Improvement Specialist

Locally Hired SIS – Employee of district designated to facilitate the school improvement process

AMO – Annual Measurable Objective – State assessment

IMO – Interim Measurable Objective – Leading indicators

Indistar – Platform for planning school improvement

TAGG – Targeted Achievement Gap Group – SWD, EL, Low SES

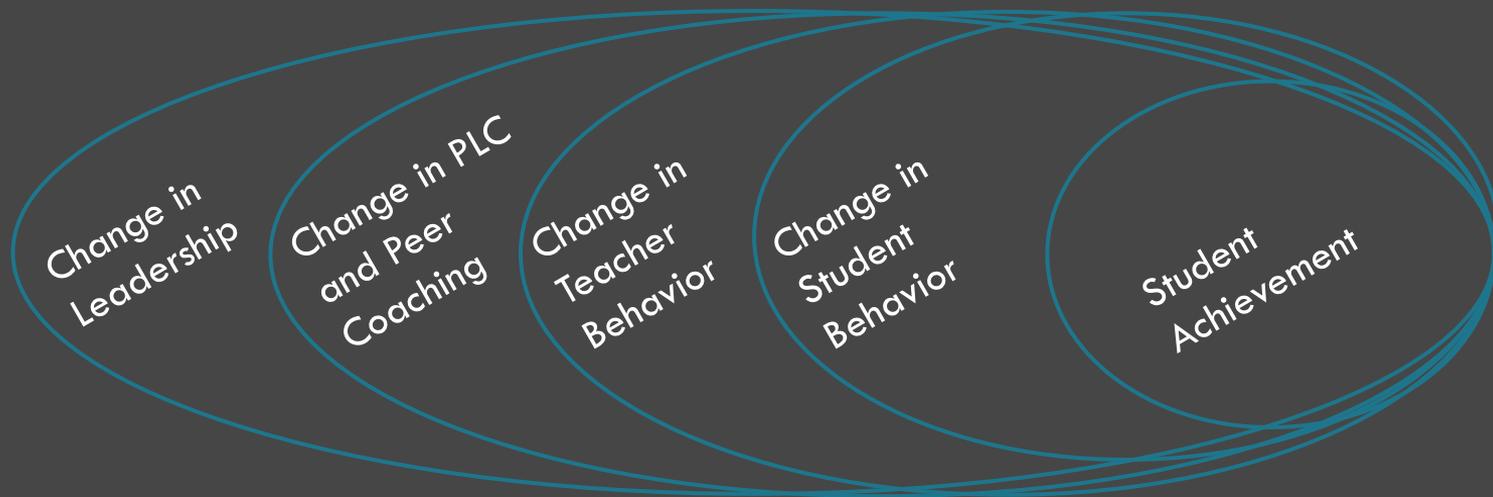


What is ADE SIU Focus?

- A. Vision Development
- B. Team Structure
- C. Data Based Decision Making
 - Moving from general to specific analysis
- D. Researching Best Practice
 - What does research suggest is a high probability solution related to your specific problem
- E. Connecting the Innovations
 - TESS – Indistar – RTI
 - School Improvement



Stephen Barkley Model





What is being reported?

- Current reality related to:
 - Team Structure
 - Instructional Team Activity
 - Climate
 - Community Engagement
- Tasks or activity related to moving the current reality closer to the Full Implementation of a School Improvement Indicator
- Principal's thoughts



What is being reported - continued

- Surface level data associated with school improvement
 - Teacher attendance
 - Skill levels of students
 - Student Attendance
 - Challenging behavior (climate)
- Comment and Clarification = the analysis of surface level data
- Progress related to what was just taught = Post Test
- Other school level progress indicators



Pyramid of Support

School Achievement Support

Teacher

Professional

Learning Community

School Leadership Team

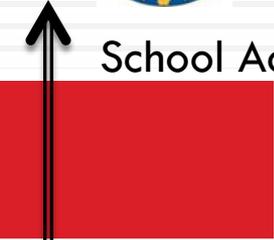
District Leadership Team

School Board

Instructional Facilitators

Principal

SIS



Teams: The Cornerstone of Indistar®

Leadership Team

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

Time

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.

Other Teams

Additional teams may include a Management Team or a Student Voice Team (when appropriate).



District Level - Demonstration Site



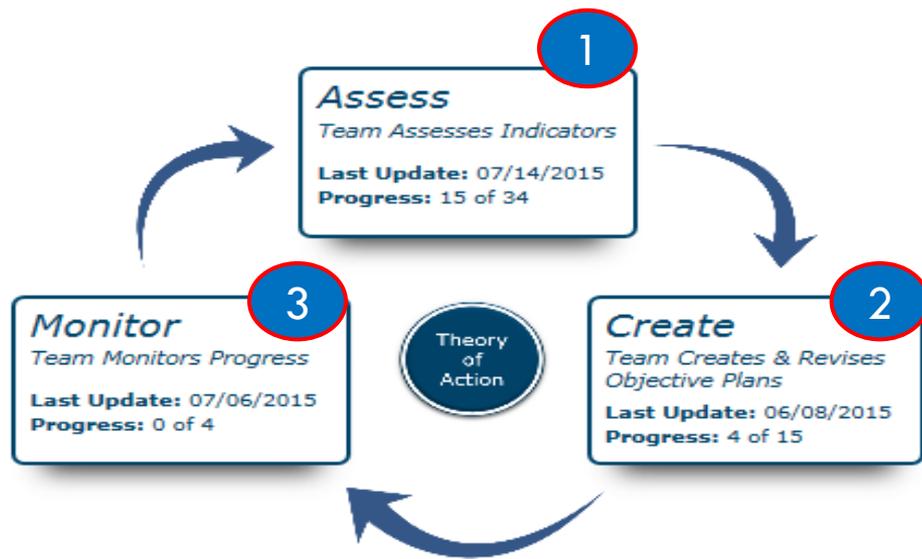
Enter & keep your district information current
Enter & keep your district team information current



Help

Activity in Last 90 days

Leadership Team Meetings	Tasks Completed	Objectives Met
0	0	0



Snapshot

5

New Celebration Report --> [Celebrate Our Success!](#)

Last login:	07/17/2015
Last coaching comment received:	01/30/2015
Last Leadership Team Meeting:	-
Last Indicator assessed:	07/14/2015
Last Task added:	01/13/2015
Number of Objectives past due:	4 (view)
Number of Tasks past due:	4 (view)
Number of Tasks due in the next 30 days:	0 (view)

[Where Are We Now?](#)

	Superintendent: Mrs. LaDonna Spain - ladonna@email.org
	Process Mgr.: Mrs. Stephanie Benedict - benedict@email.org
Not Assigned - Coach, Consultant to District	

Provide Strong Leadership Ensure Effective Teachers Redesign School Day, Week or Year to Provide Additional Time for Student Learning and Teacher Collaboration				
	ID01, ID04, ID07	IF02, IF06, IF11	IG01	IH01
IMO Area 1: Change in Teacher and Leader Practice	Establishing a team structure with specific duties and time for instructional planning	Aligning classroom observations with evaluation criteria and professional development TESS	Expanded time for student learning and teacher collaboration	Ensuring High Quality Staff - Recruitment, Evaluation, and Retention
	IIB02, IIB04	IID02, IID06	IIA01	IIIA01, IIIA07
IMO Area 1: Change in Teacher and Leader Practice	Engaging teachers in assessing and monitoring student mastery <i>(Pre-/Post Tests)</i>	Assessing student learning frequently with standards-based assessments	Engaging teachers in aligning instruction with standards and benchmarks	Expecting and monitoring sound instruction in a variety of modes - Preparation
Strengthen School's Instructional Program Use Data to Inform Instruction				
IMO Area 2: Student Progress and Achievement	<i>See Student Achievement Data</i>			
Establish School Environment that Improves Safety				
	IIIC10	IIIC10	IIIC10	IIIC10
IMO Area 3: Student Safety and Discipline	Expecting and monitoring sound classroom management			
Engage Families and Communities				
	IVA01, VA01	IVA01, VA01	IVA01, VA01	IVA01, VA01
IMO Area 4: Family and Community Engagement	Defining the purpose, policies, and practices of a school community Opportunity to Learn	Defining the purpose, policies, and practices of a school community Opportunity to Learn	Defining the purpose, policies, and practices of a school community Opportunity to Learn	Defining the purpose, policies, and practices of a school community Opportunity to Learn



Full Implementation Description

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour. They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). 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 (ID10).



Full Implementation Description

ADE SIS will monitor the following:

- Campus procedures and practices that guide the team structures
- New employees are apprised of the importance of the team structure
- Leadership and Instructional Teams are in place and are primarily focused on student learning and improved instruction
- Other teams are established as needed (management, parent/community engagement, student, etc.)
- Team purposes and schedules are developed
- Leadership Teams meets at least twice monthly and supports the Instructional Team by:
 - Analyzing student learning results
 - Providing professional development based on those findings
- Instructional Teams collaborate, plan, and implement instructional units
- Instructional units include learning standards, assessments, and instructional modifications as needed (Reference: Curriculum, Assessment, and Instructional Planning and Classroom Instruction Categories)

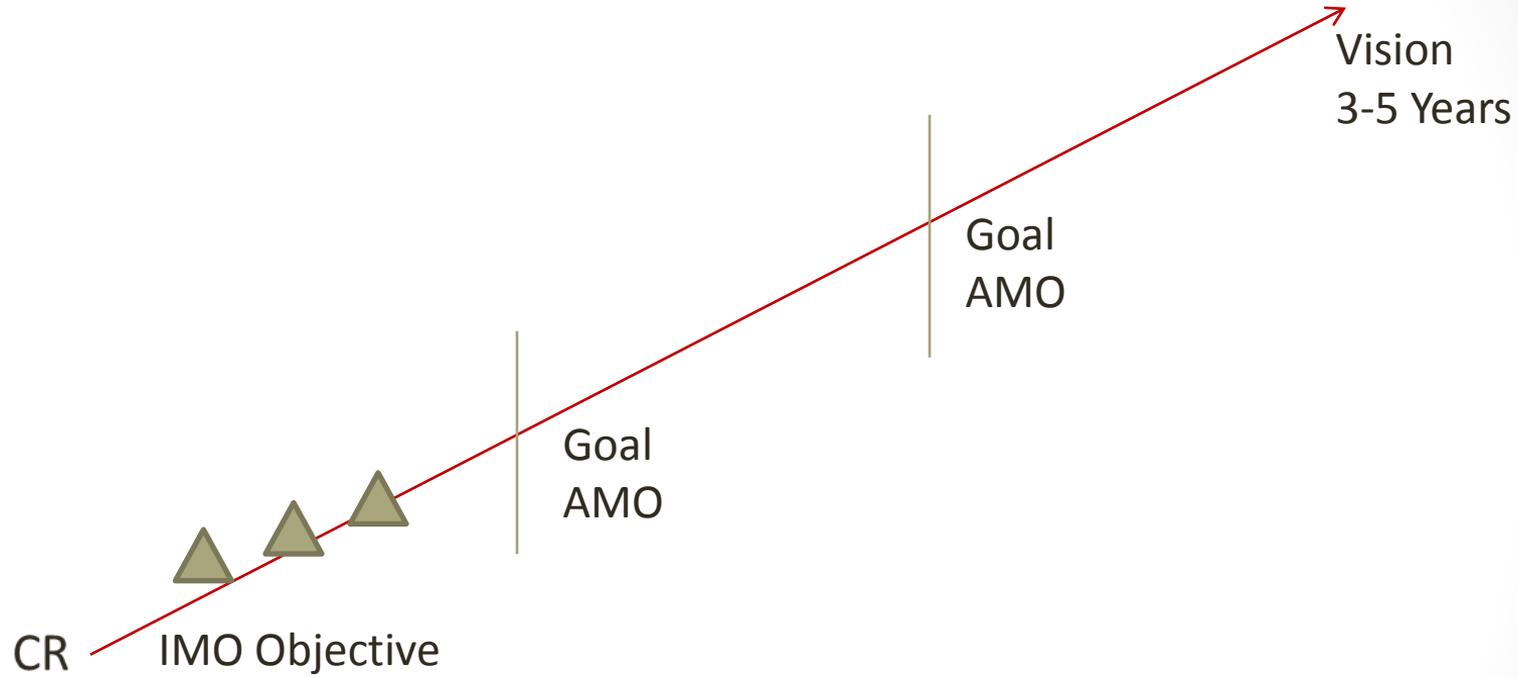
Themes and Common Challenges (Building Level)

- Compliance mentality towards school improvement process
- Minimal analysis of data by leadership as we progress through the quarter
- Review of data is an event rather than a process
- Minimal connection documented between work in ACSIP and efforts and analysis of leadership teams
- Data is not driving action
- Lack of Objectives for the quarter
- Completion of tasks wouldn't necessarily move the school closer to full implementation of the effective practice area
- Lack of professional development on unit assessments

Themes and Common Challenges (District Level)

- Minimal analysis of building data by district leadership
- Minimal coaching comments from the district to the building(s)
- Administration views the school improvement process as compliance
- Teams are not encouraged to provide comments and clarification in an effort to explain data analysis and how plans were created
- Agendas and minutes are not being housed in Indistar

Vision – Current Reality = Improvement Need



DISTRICT:
SCHOOL:
STATUS:
SITE-BASED SIS:
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT:
PRINCIPAL:

PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

____ QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE**ADE Recommendation:****Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). 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 (ID10).

Current reality of effective practice (Assess where we are):

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.	00/00/00	00/00/00				
2.	00/00/00	00/00/00				
3.	00/00/00	00/00/00				

PRINCIPAL'S REPORT ____ QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

What are the barriers, if any, in improving student outcomes?

How is your leadership team monitoring student progress in the skill area of science?

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

If anything, what do you intend to change or modify for the next quarter?

SCHOOL LEADERSHIP TEAM'S REPORT ____ QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)					
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th		

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ /_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____/_____(Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ /_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____/_____(Month Determined)	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th			
			<i>Example</i>				100	90	95	N/A	285	57	20%				

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$					
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th				
			<i>Example</i>				100	90	95	N/A	285	57	20%					

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



Locally-Hired SIS Weekly Report

LOCALLY-HIRED SCHOOL IMPROVEMENT SPECIALIST WEEKLY REPORT

DISTRICT:
SCHOOL:

LOCALLY-HIRED SIS:
DATE:

How much time were you at the school campus this week?

Describe the key supports you provided or activity you facilitated with any of the following:
(Bullet your responses under each category)

Principal

Leadership Team

Instructional Teams

District Leadership Team

Other:

Describe the student level data analyzed by you and the following:
(Bullet your responses under each category)

Principal

Leadership Team

Instructional Teams

District Leadership Team

Describe the job-embedded professional development you provided to any of the following:
(Bullet your responses under each category)

Principal

Leadership Team

ADE SIS REPORT SECOND QUARTER

IMO AREA 1: Change in Teacher and Leader Practice

What progress was made?

- Building Leadership Team is reviewing Classroom Walkthrough data and arranging professional development sessions for teachers using Bloomboard
- Content driven pre/post-tests are being used to determine what instructional strategies to use based in student performance
- The teachers are being guided through the data and then are walking the students through the data
- The Response to Intervention process is being implemented with all students
- All teachers are scheduled to be trained on the new program iReady

If minimal, what barriers inhibited progress?

It was noted in the plan that:

- the data gathering process is still in the implementation stage

It was noted in the Principal's Report that:

- not 100% of our teachers are on board with changing the culture of the school
- teachers need assistance with embedding technology in instruction
- no wifi in the building
- teacher absences increased this quarter with core teachers(there isn't a policy in place to prevent the misuse of using time)

Discuss the next steps for this IMO Area.

- Consider adding a student representative and a parental representative to the Leadership Team
- Continue Leadership Team meetings to review school data and determine professional development needs
- Gather information on teachers on changed practices to determine the effectiveness of the changed practice on student achievement
- Train all teachers in the iReady program
- Use pre/post test data to inform subsequent instructional unit plans and/or make adjustments to the curriculum
- The Building Leadership Team meet to discuss yearly goals



Dr. Richard Wilde, School Improvement Unit Supervisor

ADE School Improvement Specialist: Tiah Frazier, Janie Hickman, Misty Pitman, and Dr. Robert Toney

