



Handbook for Schools in Year 1 Improvement

**VT Department of Education
School Improvement Team
Integrated Support for Learning**

April 28, 2011

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I. INTRODUCTION

A school whose students have failed to meet adequate yearly progress (AYP) for two years in the same content area is identified “in need of improvement.” Designation in Year 1 school improvement initiates a set of requirements to be enacted by the school and by the local education agency serving the school. In Vermont, Title 16, Section 242, Part 2 defines the role of the Superintendent as chief operating officer of the local agency which include the responsibility to oversee development and implementation of school action plans, including those for school improvement as defined in this handbook. In Vermont, the Superintendent is synonymous with the local education agency (LEA).

The requirements for improvement expected of schools and the Superintendent are intended to ensure every student achieves state academic standards. This handbook describes the obligations of schools in Year 1 of improvement status and offers guidance to schools and their Superintendent on the fulfillment of these requirements.

Requirements for schools in Year 1 improvement:

A school in Year 1 improvement is required to design and implement a plan to improve the academic achievement of its students. The Superintendent is required to provide technical assistance to the school during development and implementation of the plan.

The plan must incorporate these required components:

- strategies based on scientifically based research to improve student academic outcomes;
- policies and practices to be adopted with the greatest likelihood of ensuring student success in the core academic subjects;
- assurances that the school will spend not less than 10% of funds for high quality professional development that addresses the issues that caused the school to be identified;
- an explanation of how the professional development will lead the school to exit improvement status
- specific annual measurable objectives to show the progress of all students toward proficiency on state assessments (NECAP);
- plans to provide written notice to parents of the school’s status;
- specification of the responsibilities of the school, the Superintendent and the VT DOE in support of the improvement efforts;
- strategies to promote effective parental involvement in the schools;
- activities before school, after school, during the summer and during any extension of the school year; and
- a teacher mentoring program.

Requirements and recommendations for addressing each of these ten components of the plan for improvement are described in further detail in the following sections of the *Handbook*.

In addition to parent notification, the Superintendent is required to offer parents the option to transfer their children to a higher performing school in the LEA (Su, district). The local education agency must provide transportation to students choosing to transfer.

Accountability Progression:

Table 1 outlines the sequence of responsibilities for schools which continue to miss AYP targets.

**TABLE 1: Accountability Progression and Federal LEA Responsibilities
(for schools receiving Title I funds)**

Did NOT Make AYP*	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
AYP Status	First Checkmark Schools	Year 1 School Improvement	Year 2 School Improvement	Year 1 Corrective Action	Restructuring Year 1 (Year 2 Corrective Action)	Restructuring Year 2 (Year 3 Corrective Action)
School & LEA Responsibilities		--Write and implement school improvement plan	--Revise and implement school improvement plan	-- Revise and implement school improvement plan AND one corrective action	-- Implement school improvement plan while developing a restructuring plan	--Implement restructuring plan
		--Offer school choice	--Offer school choice	--Offer school choice	--Offer school choice	--Offer school choice
			--Offer Supplemental Educational Services (SES)	--Offer SES	--Offer SES	--Offer SES

II. TIMELINE AND RESPONSIBILITIES

At the time of designation as a school in Year 1 improvement, the school and the Superintendent receive a list of required actions from the Vermont Commissioner of Education. In brief, the school has 90 days from the conclusion of the AYP appeals period to draft a plan addressing the required actions, with the support and technical assistance provided by the Superintendent. The Superintendent has 45 days to review the plan, including arranging for a peer review of the draft. The Superintendent may request the plan be revised in response to peer or district feedback.

Once the plan is accepted and approved by the Superintendent, the school implements the plan, with the continuing technical assistance of the Superintendent. The Superintendent submits the plan and supporting documentation to the Department School Improvement Coordinators assigned to the school. The Department confirms

compliance with all required components of the improvement plan using the rubric included in **Appendix G**.

Table 2 outlines the responsibilities of the VT DOE, the Superintendent (LEA) and the school from the point of designation in improvement Year 1 status through plan development and implementation. Guidance for completing selected tasks are described in the following pages and in the Appendices to this *Handbook*.

TABLE 2: School Improvement Year 1 Tasks by Agency

Approximate Date	VT DOE Actions	Superintendent (LEA) Actions	School Actions
March	AYP results released	<u>LEAs notified</u> of schools not making AYP for a second year	School notified of not making AYP for a second year
April	Distribute Required Actions Inform LEAs with schools in school improvement of their responsibilities. Provide opportunities to discuss guidance in <i>Handbook</i> for School Improvement Confirm current resources (federal, state) available to each LEA for its school improvement schools. Identify VT DOE School Improvement Coordinator for each SU with schools in School Improvement.	<u>LEA</u> notifies the schools of their status <u>LEA</u> reviews required actions with all stakeholders <u>LEA</u> recruits members for the SU Improvement Team and School Improvement planning team (see guidance in <i>Handbook</i>)	School collaborates with the LEA in identifying and recruiting stakeholders to serve on the School Improvement Team.

Approximate Date	VT DOE Actions	Superintendent (LEA) Actions	School Actions
May - July	<p>Maintain communication with SU School Improvement team</p> <p>Monitor receipt of signed required actions by June 30.</p> <p>DOE organizes supports to SU School Improvement teams and School Improvement teams.</p>	<p><u>LEA</u> and planning team leaders review available guidance material.</p> <p><u>LEA</u> reserves 10% of the funds made available to the school under Title I, Part A for professional development.</p> <p><u>LEA</u> will submit signed assurance by June 30 indicating receipt of required actions.</p> <p><u>LEA</u> provides technical assistance to the school improvement planning team during development of the plan.</p>	<p>School starts a continuous improvement cycle by analyzing available data, setting goals and drafting the School Improvement Plan.</p> <p>The School Improvement Plan must include all required components and address all required actions</p>
August	Continued communication with SU School Improvement team	<u>LEA</u> arranges peer review of the plan.	School submits draft plan to LEA for peer review.
September	<p>Receive copy of plan with accompanying rubric and compliance assurance.</p> <p>Review compliance assurance and follow up if necessary.</p>	<p><u>LEA</u> notifies parents of school's status.</p> <p>LEA offers option to transfer and arranges transportation.</p> <p><u>LEA</u> approves final plan.</p> <p><u>LEA</u> submits plan with accompanying rubric and compliance assurance to VT DOE School Improvement Coordinator.</p>	<p>School revises plan in response to LEA and peer review.</p> <p>School submits plan to LEA for final approval.</p>
Upon Approval			School implements the approved School Improvement Plan
Throughout the School Year	<p>Maintain communication with LEA and SU school improvement team.</p> <p>Gather data on effectiveness of school improvement strategies.</p>	<u>LEA</u> regularly monitors progress toward the objectives included in the school's plan.	School sustains implementation of plan activities and monitors progress toward goals.
March	Announce AYP Results	LEA notified of AYP results	Schools notified of AYP results

Approximate Date	VT DOE Actions	Superintendent (LEA) Actions	School Actions
April/ June	Provide information and guidance for Year 2 School Improvement.	LEA evaluates Year 1 effectiveness of School Improvement Plan Based on the analysis, the LEA provides technical assistance to revise the plan.	The school analyzes data and other information and revises the school improvement plan if applicable.

The need for technical assistance from the Superintendent begins as soon as the school is identified in Year 1 improvement. Several required actions describe tasks that may demand investigation and preparation prior to the launch of the plan development process. Some of those tasks include:

1. *LEA recruits members for the SU Improvement Team and School Improvement planning team*

The Superintendent is required to establish two teams: the SU Improvement Team and the School Improvement Team. The SU team must include at a minimum the superintendent, curriculum coordinator, special education director and school principal. This team is charged to direct and monitor implementation of the Commissioner’s Required Actions.

The School Improvement Team includes at a minimum the principal, a lead reading/language arts teacher, a lead math teacher and a special educator. This team is responsible for developing a school improvement plan, implementing it, monitoring progress towards the goals identified in the plan, and tracking compliance with the Commissioner’s Required Actions.

The school in improvement collaborates with the Superintendent to identify members who are knowledgeable about the school’s programs and practices and willing and able to contribute during the short (90 day) timeline for plan development.

2. *Provide written notice to all parents about the school’s identification by September 1, 2011.*

The notice must include an explanation of what the identification as “year 1 improvement” means, the reasons why the school was identified and an explanation of what the LEA and SEA are doing to help the school address the problem. In addition, the parent notice must include an explanation of how parents can become involved in addressing the academic issues that caused the school’s identification. See a sample letter to parents in **Appendix F**.

In preparation for complying with the next requirement, the parent notice must also describe how the school compares in terms of academic achievement to other schools.

- 3. Provide all students enrolled in the school with the option to transfer to another public school not in improvement served by the LEA and to provide transportation to the school of choice.*

This option applies to LEAs with more than one school serving the same grades as the identified school. Sufficient time and planning are needed to ensure students who wish to transfer are accommodated without disrupting the start of their school year.

These three requirements are not constrained by the 90 day/ 45 day timeline described in the regulations for plan development, review, approval and implementation. The intent of these requirements is to enhance the academic achievement of the students. The timeline and method used by the LEA/ Superintendent to fulfill these obligations should meet that intent.

Plan development, approval and implementation:

Once the planning teams are convened, the technical assistance required from the Superintendent shifts toward support for a worthwhile ***plan development process***. (see section V Resources for Improvement Planning) Part of the process is guidance on the identification of student learning gaps and collection of data on instructional practices. The selection of improvement strategies with a strong likelihood of raising student achievement relies on a plausible diagnosis of the policies or practices hindering student success. The school planning team will benefit from the Superintendent's technical assistance during this analysis, particularly in the provision of high quality student achievement data and evidence of current instructional practices in usable form.

Once the school team drafts the plan, the Superintendent arranges for a ***peer review*** by educators from schools with similar characteristics which are higher performing than the identified school. To establish clear and consistent expectations for the improvement plan, the Department has provided a rubric describing the quality criteria for each of the ten required components of the plan. Both the peer reviewers and the Superintendent will examine the draft plan guided by the rubric and assist the school in revising the plan to ensure it meets acceptable standards. For additional guidance on a peer review process, contact your VT DOE School Improvement Coordinator.

Once approved by the Superintendent as meeting all criteria, the school implements the strategies in the plan. The school's plan will include periodic benchmarks to ***monitor progress*** toward the measurable objectives defined for each group of students. Both the Superintendent and the school team commit to tracking implementation of the plan's activities as well as their impact on student learning. Additional guidance on strategies to measure implementation and impact of the school improvement plan is provided in **Appendix E**.

Exiting Year 1 School Improvement:

To exit Year 1 school improvement, a school must make AYP for two consecutive years. If a school makes AYP the year of implementation, it stays at Year 1, reviews any new information and data, revises the plan if applicable and continues to implement the revised plan. If the school makes AYP again, it exits improvement status.

If the school does not make AYP following implementation, the improvement status designation moves to Year 2 school improvement (see Table 1). The school and Superintendent continue providing parent notification and offering transfer options if available to all students. In year 2 improvement, Title I schools are also required to offer supplemental educational services (SES). Details on the specific required actions for schools in Year 2 improvement will be forthcoming from the Department.

III. PLAN COMPONENTS AND CRITERIA

The plan to raise student achievement developed by schools in Year 1 improvement status must include 10 required components:

- strategies based on scientifically based research to improve student academic outcomes;
- policies and practices to be adopted with the greatest likelihood of ensuring student success in the core academic subjects;
- assurances that the school will spend not less than 10% of funds for high quality professional development that addresses the issues that caused the school to be identified;
- an explanation of how the professional development will lead the school to exit improvement status
- specific annual measurable objectives to show the progress of all groups of students toward proficiency on state assessments (NECAP);
- plans to provide written notice to parents of the school's status;
- specification of the responsibilities of the school, the Superintendent and the VT DOE in support of the improvement efforts;
- strategies to promote effective parental involvement in the schools;
- activities before school, after school, during the summer and during any extension of the school year; and
- a teacher mentoring program.

Component 1 –

Strategies -- The plan must incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement. The

plan may include a strategy for the implementation of a comprehensive school reform model.

Criteria for the plan's strategies component include:

- The school provides teachers with a curriculum document that clearly defines student learning expectations aligned to the VT state standards.
- The school has a local assessment system teachers use to inform instructional decisions
- Teaching and learning materials are aligned with state standards, curriculum, and state, district, and school assessments.
- Strategies are scientifically research-based.
- The school provides teachers with collaboration time to enhance the curriculum and instruction.
- Strategies address the specific teaching needs of the staff and the learning needs of the students.
- Strategies at the school align with the district's improvement goals and objectives.
- The school communicates the school's vision to all stakeholders.
- Strategies address the academic issues that caused the school to be under improvement.
- Strategies address the different learning needs of students with diverse cultural and language backgrounds.
- Strategies address the non-academic needs that support the learning process so all students will meet the State Standards.
- The school monitors the implemented strategies for effectiveness for enabling all groups of students to meet state standards.
- Strategies directly align with the school's improvement goals and objectives.

Component 2 –

Policies and Practices Concerning the Core Academic Subjects – The plan must describe how the school will adopt 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 academic assessment.

Criteria for the plan's policies and practices section include:

- Policies and practices are related to the students' academic needs.
- The school uses data to examine the performance of all groups of students.
- The school's policies and practices include teacher and parent input.
- The school's academic program policies and practices align resources with school improvement goals.
- The school uses data on classroom instruction as well as student learning to inform decisions about curriculum programs and professional development.
- The school has policies and practices addressing instructional programs and materials, the use of instructional time, and use of assessment results to improve student achievement.

Component 3 –

High-quality and Ongoing Professional Development – The plan must provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development.

Additional information is available in the VT Professional Development Guide, which will be posted on May 15, 2011 and accessed at:

http://education.vermont.gov/new/html/pgm_improvement.html#prodev

Criteria for the professional development component include :

Professional development occurs in learning communities that meet regularly and are committed to continuous improvement, program and system alignment, and collective responsibility for student success

- requires skillful leaders to set high expectations, build capacity, provide support, and distribute responsibility for professional learning
- is an integral part of broad schoolwide and districtwide educational improvement plans;
- uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
- applies research about adult learning and instructional design to achieve its intended outcome
- supports implementation of learning and sustains long-term change
- is developed with extensive participation of teachers, principals, parents, and administrators of schools as a whole,
- is regularly evaluated for impact on increased educator effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

Component 4 –

Use of Professional Development Funds to Remove School from Improvement – The plan must specify how the professional development funds will be used to remove the school from school improvement status.

Criteria for the professional development component include:

Professional development:

- guarantees results by focusing on outcomes defined in educator performance standards and student content standards by giving teachers, principals, and administrators the needed knowledge and skills to increase student achievement.
- directly addresses the academic achievement problems that caused the school to be identified for improvement by
 - differentiating learning to improve and increase teachers' knowledge of the subjects they teach

- advancing teacher understanding of effective instructional strategies that are based on scientifically based research
- improving classroom management skills
- giving teachers knowledge and skills to:
 - provide instruction and appropriate support services to students of limited English proficiency
 - use of technology to improve instruction
 - teach children with special needs;
 - use data and assessments to inform and instruct classroom practice;
 - work more effectively with parents

Component 5 -

Measurable Objectives to Ensure all Student Populations Meet the State Standards –

The plan must establish specific annual, measurable objectives for continuous and substantial progress by each group of students that will ensure that all such groups of students will meet the proficient level of achievement on the State academic assessment.

Criteria for the measurable objectives component include:

- The school's goals and objectives identify the progress necessary for all student subgroups to meet adequate yearly progress and the proficient level of achievement on the state assessment.
- The plan's goals and objectives are based on an assessment of the teaching and learning issues that led the school to be identified for school improvement.
- The plan includes strategies to measure regular progress toward the annual objectives
- The school's measures will indicate progress for the whole school and for all student groups.

Component 6 –

Parent Notification –The plan must describe how the school will provide written notice about the identification as a school in Year 1 improvement to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand.

Criteria for the parent notification component include

- The LEA provided parents of the school with timely information so parents will understand what school improvement identification means,
- The LEA informs parents of available options to transfer to another school not under improvement, including mention of the transportation provided.
- The parent notifications are presented in understandable formats.

Component 7 –

State, LEA, and School Responsibilities – The plan must specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.

Criteria for the responsibilities component include

- Responsibilities are specified at the school, LEA and State level. (see example, Table 2, pages 5, 6, 7, *SI Handbook*)
- Technical assistance sufficient to support the development and implementation of a credible plan for school improvement is described and provided.
- The LEA budget shows allocation of sufficient funds to the school to implement the plan as designed.

Component 8 –

Parental Involvement – The plan must include strategies to promote effective parental involvement in the school

Criteria for the parent involvement component include:

- The school's plan describes strategies to provide on-going communication with parents about the academic progress of the school.
- The school provides parents with timely and thorough information in multiple and understandable formats.
- The plan describes strategies to invite and encourages parents to be involved in addressing the academic issues that led the school to be identified for improvement.
- The plan includes specific strategies to teach parents how to support the academic progress of their children.
- The school promotes strong teacher/parent partnerships.
- The school seeks parent input in school decisions.

Component 9 –

Before and After School, Summer, and Extended School Year Activities – The plan must incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year for the purpose of enhancing the academic success of students.

Criteria for the increased learning time component include:

- The school implements additional time activities to meet the needs of students such as before school and after school, and summer time.
- Additional time strategies and programs are reviewed by teachers and parents to match the program to the needs of the students and the reason the school is identified for improvement

Component 10 –

Teacher Mentoring Program -- The plan must incorporate a teacher mentoring program.

Criteria for the teacher mentoring component include:

- The mentoring program provides teachers new to the school with professional support and continuous assistance to develop instructional excellence.
- The program thoughtfully matches mentors and teachers, and defines the roles and responsibilities for mentors, new teachers, and school leaders.
- Administrators provide regular time for mentor/mentee collaboration, coaching and in class modeling.
- The mentor program results in on-going professional learning that addresses the needs of the participants and aligns with other professional learning goals and school improvement initiatives.
- The mentor program is evaluated to assess the quality of teachers' practice and attainment of the program's goals.

The criteria listed above, if met, will result in a plan adequate to the required standards. The full school improvement rubric presented in **Appendix G** describes criteria that exceed the minimum to assist a school that chooses to strive for excellence.

IV. PLAN CONTENTS AND FORMAT

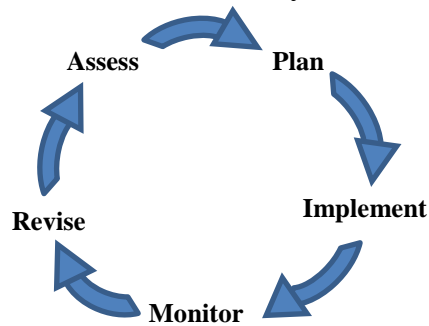
The **School Improvement Plan** includes information about the development of the goals, objectives and strategies to be enacted to ensure students reach the desired achievement goals. The forms to be completed are shown in full in **Appendix H**.

- 1. School Information:** Names, titles and contact information for superintendent and school leader
- 2. Planning Team and Individuals consulted:** Names of the members of the School Improvement Team and the staff, parents, and experts consulted during the plan's development.
- 3. Parent Notification process:** Description of how the school intends to notify parents of the school's status and of their option to transfer to a higher performing school (if available).
- 4. Responsibilities of the School and the SU:** Explanation of the roles and responsibilities of the school and the SU during plan development and throughout implementation to ensure the desired student achievement outcomes are achieved.
- 5. Policies and Practices:** Report on the policies and practices the school will enact to afford the greatest likelihood of the academic success of its students.
- 6. Current status of student academic performance:** Description of the data analysis conducted to identify areas of strength and weakness in student achievement; a report of the prior improvement strategies have been implemented and their effectiveness.
- 7. Root cause analysis:** Explanation of the process used to identify the root causes of student achievement weaknesses.
- 8. Goals, Objectives and Strategies:** Details of the goals, objectives and strategies the school will enact over the two year plan period to improve student academic outcomes.
- 9. LEA Monitoring:** Description of the procedures the LEA will use to monitor both implementation of the plan's strategies and the impact of the plan on student achievement.
- 10. Peer Review:** Description of the peer review process and the revisions to the plan in response to peer feedback.
- 11. Assurances:** Signed commitments by the Superintendent to comply with the requirements for schools in Year 1 Improvement status.

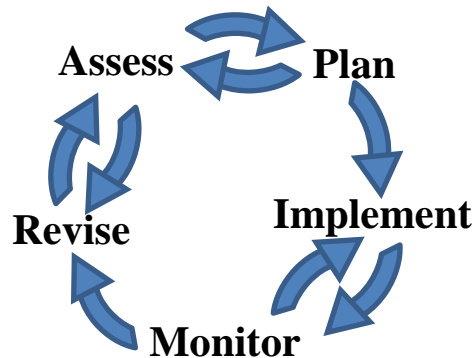
V. RESOURCES FOR IMPROVEMENT PLANNING, IMPLEMENTATION AND MONITORING PROGRESS

Schools that have made the greatest gains in performance view the change process as one of continual improvement rather than a one-shot effort. Each new student enrolling in the school brings his or her unique set of strengths and challenges. Each new teacher comes with a particular collection of knowledge, skills and experiences which will need to be integrated into the life of the school. As ever-changing, evolving organizations, schools will always have new challenges to face, new hurdles to overcome. Schools that approach the improvement process as an opportunity to learn new ways to reach excellence become learning organizations to the benefit of their students as well as their staffs.

Continuous improvement is often viewed as a cycle:



In reality, the continuous improvement cycle is a series of interacting loops as new data emerges and the plan is revised and refined to improve the likelihood of success:



Throughout the process of ongoing, continuous improvement, the team guiding the work takes on new tasks. The tasks of the team and selected resources associated with those tasks are described in Table 3 on the following pages.

TABLE 1: Improvement Stages, Team Tasks and Resources

School Improvement Stage	Team Tasks	Resources
Establish School Improvement Team	<p>Clarify the purposes, desired outcomes of the school improvement team</p> <p>Define roles and responsibilities, especially decision making and communication with stakeholders</p> <p>Establish team norms of interaction</p> <p>Reach consensus on protocols that guide team activities (meetings, agendas, work products)</p>	<p>Johnson, D. and F. Johnson. 1994. <i>Joining together: group theory and group skills</i>. Needham Heights, MA: Allyn and Bacon.</p> <p>National School Reform Faculty (NSRF). http://www.nsrffharmony.org/ Founded to promote the establishment of critical friends groups; website is a source of a rich library of free collaborative professional learning tools and facilitator guidance.</p> <p>National Staff Development Council (NSDC). Membership allows access to newsletters and tools for school teams, principals, district leaders. (www.nsdcc.org)</p> <p>Schwarz, R. 2002. <i>The skilled facilitator: A comprehensive resource for consultants, facilitators, managers, trainers, and coaches</i>. San Francisco: Jossey-Bass.</p> <p>The School Reform Initiative. www.schoolreforminitiative.org. See National School Reform Faculty.</p>
Improvement Stage 1: Assess current status	<p>Examine current data, evidence on student performance, school operations, climate culture</p> <p>Conduct comprehensive assessment of school leadership, curriculum alignment, instructional practices, professional development</p> <p>Identify gaps between current status and desired outcomes.</p> <p>Research change strategies to improve student outcomes.</p> <p>Prioritize needs for greatest impact on student learning</p>	<p>Redding, S. 2006. <i>The Mega System: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school</i>. Lincoln, IL: Academic Development Institute.</p> <p>Reeves, D. 2009. <i>Leading change in your school: How to conquer myths, build commitment, and get results</i>. Arlington, VA: Association for Supervision and Curriculum Development (ASCD).</p> <p>Root Cause Analysis -- Center for Data Driven Reform in Education (CDDRE) http://www.cddre.org/achievement/root.html</p>
Improvement Stage 2: Develop a Plan for Change	<p>Define strategies to address priority needs.</p> <p>Identify resource needs, assign responsibility</p> <p>Establish process for collecting evidence of implementation and impact.</p>	<p>VT Department of Education. 2009. <i>Roots of Success: Successful Practices in Vermont Schools</i>. www.rootsofsuccess.wordpress.com</p> <p>Bernhardt, V. L. 2002. <i>The school portfolio toolkit: A planning, implementation and evaluation guide for continuous school improvement</i>. Larchmont, NY: Eye on Education.</p> <p>W. K. Kellogg Foundation (2001). [http://www.wkcf.org/] W. K. Kellogg Foundation Logic Model Development Guide.</p>

School Improvement Stage	Team Tasks	Resources
Improvement Stage 3: Implement the Plan	Obtain buy-in from school community for the improvement plan. Identify training needs for staff charged with implementing the plan. Provide or arrange for training from peers, local experts or other high quality providers. Communicate regularly with stakeholders about plan activities, anticipated impact	VT Parent Information Center (Vermont Family Network) http://www.vermontfamilynetwork.org/i-need-help-with/parent-involvement-in-school/pirc-vermont/
Improvement Stage 4: Monitor Implementation of the Plan	Meet regularly to document plan implementation. Carry out regular monitoring activities as defined in the plan to track progress toward benchmarks	Bernhardt, V. L. 2002. <i>The school portfolio toolkit: A planning, implementation and evaluation guide for continuous school improvement</i> . Larchmont, NY: Eye on Education.
Improvement Stage 5: Monitor the Impact of the Plan	Conduct periodic assessments of student achievement and professional practice as defined in the improvement plan.	Fullan, M. 2001. <i>The new meaning of educational change. Third Edition</i> . New York: Teachers College Press.
Improvement Stage 6: Review New Data	Meet regularly to review new data and assess plan activities.	School Improvement Guide: The Annenberg Institute http://www.annenberginstitute.org/tools/guide/index.php
Improvement Stage 7: Revise, Refine the Plan	Based on analysis of new data, adjust the plan to address needed changes in either strategies or implementation processes.	Senge, P., N. Cambron-McCabe, T. Lucas, B. Smith, J. Dutton and A. Kleiner. 2000. <i>Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education</i> . New York: Doubleday.
Implement Revised Plan		
Monitor Implementation		
Monitor Impact		
Review and Revise		

APPENDIX A: ESEA Section III6 (b) (3) -- The School Plan

<http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1116>

(3) SCHOOL PLAN-

(A) REVISED PLAN- After the resolution of a review under paragraph (2), each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period and —

(i) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F;

(ii) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;

(iii) provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that —

(I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;

(II) meets the requirements for professional development activities under section 1119; and

(III) is provided in a manner that affords increased opportunity for participating in that professional development;

(iv) specify how the funds described in clause (iii) will be used to remove the school from school improvement status;

(v) establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section 1111(b)(2), meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;

(vi) describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;

(vii) specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency's responsibilities under section 1120A;

(viii) include strategies to promote effective parental involvement in the school;

(ix) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year; and

(x) incorporate a teacher mentoring program.

APPENDIX B: LEA AND SCHOOL IMPROVEMENT GUIDANCE

USED provides extensive guidance for schools in Year 1 improvement status and their Superintendents/ LEAs. Below is an excerpt from the major guidance document listing the questions related to Year 1 improvement plans and LEA technical assistance. Follow the link to read the full response to each question.

LEA and School Improvement, Non-Regulatory Guidance, REVISED, July 21, 2006.
Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education.

<http://www2.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf>

SCHOOL IMPROVEMENT PROCESS

B. SCHOOL IMPROVEMENT – YEAR ONE

- B-1.** What causes a school to enter school improvement status?
- B-2.** What purpose is served by identifying a school for improvement?
- B-3.** May a school appeal the SEA's determination that the school has not made AYP for two consecutive years?
- B-4.** Are schools that do not receive Title I, Part A funding subject to consequences if they do not meet AYP targets?
- B-5.** How does a school exit from school improvement status?
- B-6.** When the LEA identifies a school for improvement, what information must it provide to parents?
- B-7.** What information must the LEA provide to both parents and the public regarding schools identified for improvement?
- B-8.** What guidelines should SEAs, LEAs, or schools follow when communicating with parents and the public during the school improvement process?
- B-9.** What are the responsibilities of the LEA after a school is identified for improvement?

C. SCHOOL IMPROVEMENT PLAN

- C-1.** What must the school do when it is identified for improvement?
- C-2.** What is the purpose of the school improvement plan?

- C-3.** What topics must the plan address?
- C-4.** How must the plan address the school's core academic subjects and instructional strategies?
- C-5.** What are examples of instructional strategies that are grounded in scientifically based research?
- C-6.** What are examples of policies and practices with the greatest likelihood of ensuring that all student groups achieve proficiency?
- C-7.** Can a school identified for improvement implement a comprehensive school reform model as a part of its school improvement plan?
- C-8.** Why must the plan address professional development?
- C-9.** What kinds of professional development should be provided?
- C-10.** Why must the school improvement plan contain provisions for teacher mentoring?
- C-11.** What is the source of funding for the professional development detailed in the school improvement plan?
- C-12.** What is high-quality professional development?
- C-13.** How must the school improvement plan address parent involvement?
- C-14.** Why must a school improvement plan contain measurable goals?
- C-15.** If the school identified for improvement has an existing plan, is it required to create a new plan to meet the school improvement requirements?
- C-16.** Who must be involved in developing the school improvement plan?
- C-17.** What is the review process for the school improvement plan?
- C-18.** Under what timeline must the LEA approve the school improvement plan?
- C-19.** May the LEA condition its approval of a school improvement plan?
- C-20.** According to what timeline shall the school improvement plan be implemented?

D. SCHOOL IMPROVEMENT – TECHNICAL ASSISTANCE

- D-1.** What is the LEA's responsibility for providing technical assistance to the school in improvement?
- D-2.** In what areas must the LEA assist a school in improvement?

- D-3.** What factors should the LEA take into account as it devises an assistance plan for a school in need of improvement?
- D-4.** What is the SEA's responsibility for providing technical assistance to a school in improvement?
- D-5.** How much funding must the SEA reserve to assist with school and LEA improvement efforts?
- D-6.** How are these funds to be distributed?
- D-7.** How must the State prioritize the distribution of these funds?
- D-8.** If a State does not need all of the funds it reserves for school improvement activities, how shall the extra funds be used?
- D-9.** What must the State do to assist schools identified as in need of improvement?
- D-10.** What actions must the SEA take to create a statewide system of sustained support and continuous improvement?
- D-11.** Does the statute express a preference for one of these approaches over the others?
- D-12.** What is a school support team?
- D-13.** What are the responsibilities of the school support team?
- D-14.** How long must the school support team continue to work with a school in need of improvement?
- D-15.** What responsibility does the SEA have to assist schools in need of improvement?

APPENDIX C: IDENTIFYING ROOT CAUSES

What is “root cause analysis” (RCA)?

Root Cause Analysis is a class of problem solving methods aimed at identifying the root cause of problems or events. The practice of RCA is based on the belief that problems are best solved by attempting to correct or eliminate root causes as opposed to merely addressing the immediately obvious symptoms.

Root cause analysis has been in use in the business world to solve problems in:

- Safety based RCA in occupational safety and health.
- Production based RCA in quality control in manufacturing.
- Failure based RCA is used in failure analysis in engineering and maintenance.
- Systems based RCA has emerged as an amalgamation of the preceding schools, along with ideas taken from fields such as change management, risk management and systems analysis.

Principles of root cause analysis

- Aims performance improvement measures at root causes which are more effective than treating the symptoms or factors that may contribute to a problem.
- To be performed effectively, RCA must be performed systematically with conclusions that are backed by documented evidence.
- There is usually more than one root cause for any given problem.
- To be effective the analysis must establish all known causal relationships between the root cause(s) and the defined problem.

Why use root cause analysis for schools in need of improvement?

Many schools conduct their programs without formal data analysis but rather on “gut feelings” about what is working and what isn’t. Many are trying to be optimistic, hoping they are doing things right. Often they do not have a sense of whether their program is working well. Data analysis has been a high priority in the NCLB era, yet many school-based educators lack the training and time to carry out more complex analyses. Many fear data with good cause as it has been used to scrutinize their work in the past.

Research in RCA points out that the culture of a group is critical to their ability to do deeper levels of analysis like RCA. A supportive and empowered organizational culture in a school provides a good foundation for taking responsibility for failure and success, as well as supporting an environment where all key stakeholders will take risks and work as a team to create more effective and creative solutions to their complex problems. Schools that have had a lack of student achievement for several years will more than likely need to address school culture issues through some form of team building activity before they can let go of the past and move forward with a fresh new approach (See *Asking the Right Questions* by Edie Holcomb, Corwin Press, 2001).

The process of root cause analysis

The first step in this process is to identify your priority concerns based on data. You should have at least two sources of data to identify each concern. In order for all involved to understand how to lead their group, it is suggested that a facilitator model the root cause process using the Attendance example or one from your own data. Then you can divide your school team into focus groups based on your priority concerns. If you choose to divide into groups, each group would require a facilitator to fill out the fishbone based on each focus groups input of factors and causes.

One method for RCA: the “Fishbone” Diagram

(for a more detailed description, see Garmston, R & B. Wellman, 1999. *The Adaptive School: A sourcebook for developing collaborative groups*. Norwood, MA: Christopher-Gordon Publishers, Inc. among other sources.)

1. Be sure to list all factors and suggested causes related to the problem.
2. Label each one either “S” student or “A” for adult, based on whether the factor is based on student or adult action (or lack of action).
3. Cross out all the “S” factors
4. Label each one “I” for In Our Control or “O” for Out of Our Control
5. Cross out all the “O” factors
6. Double check to be sure that the factors left have **at least two sources of data** to back them up. Be aware that the data may tell you a different story than what you had thought and also, that you may find data that create another factor to add to your fishbone.
7. Use the Enhanced 5 Whys Questions to determine if each of the remaining factors are root causes.

The Enhanced Five Whys to Root Cause Analysis

Take each remaining factor from the Fishbone diagram and ask *The Enhanced Five Whys* questions to be sure you have found the root cause.

If a question cannot be answered completely, then that factor is NOT the root cause, so it needs to be removed.

1. What proof do I have that this cause exists? (Is it concrete? Is it measurable?)
2. What proof do I have that this cause could lead to the stated effect? (Am I merely asserting causation?)
3. What proof do I have that this cause actually contributed to the problem I’m looking at? (Even given that it exists and could lead to this problem, how do I know it wasn’t actually something else?)
4. Is anything else needed, along with this cause, for the stated effect to occur? (Is it self-sufficient? Is something needed to help it along?)
5. Can anything else, besides this cause, lead to the stated effect? (Are there alternative explanations that fit better? What other risks are there?)

Once root causes have been identified, you can begin researching possible solutions. When identifying solutions, make sure that the research (a) applies to your population of students, (b) helps you meet your goals and objectives, and (c) is not likely to trigger other problems.

APPENDIX D: WRITING MEANINGFUL GOALS AND OBJECTIVES

The terms **GOAL**, **OBJECTIVE**, and **STRATEGY** describe essential components of a strategic plan, a plan for improvement, or a project implementation plan. For the purposes of the VT School Improvement Plan, these terms are defined as:

A **GOAL** is a clearly articulated statement that describes an explicit desired outcome as it relates to the identified shortcoming in a school's performance. The goal statement presents the general intention behind the actions to be taken and, in broad terms, the mechanism by which those actions will result in what needs to be accomplished.

An **OBJECTIVE** is a directly measurable description of what specific individuals will be able to know, do, or achieve in the short term that contributes to attainment of the longer term goal. An objective provides an intermediate check point to monitor progress toward long term desired outcomes.

A **STRATEGY** is the action that will be taken to lead to a particular objective. The strategy describes what the individuals mentioned in the objective will take part in to acquire the knowledge, skill or expertise defined in the objective.

What constitutes a "good" goal statement? Advice to write S.M.A.R.T. goals is familiar to many – **Specific, Measurable, Achievable, Realistic, and Timely**. Many have also recognized how challenging it is to write SMART goals. One practical way to check whether your goal statements are "good" is to invite others to examine them and check to see if the statement answers these questions:

- Does the goal clearly describe what the student outcomes will be if the objectives supporting the goal are fully achieved?
- Does this goal present the purpose behind the actions individuals will take and how those actions will remove barriers to student success?
- Does this goal relate to the central deficiencies in student achievement?

Here are some examples, which are not perfect but offer some thoughts to consider.

Example 1:

GOAL: To improve student achievement by adopting a response to intervention approach for grades 4 through 8 in mathematics which will provide high quality core instruction and targeted intervention and/or enrichment based on student data.

SMART CHECK

Specific

Measurable

Example 1

"student achievement"; "response to intervention";
"mathematics"; "core instruction"; "intervention/ enrichment"
(none listed; could insert mention of local and/or state

	assessments, suggest an expected rate of improvement – i.e., “10% increase in scaled score” but will need to show evidence such a gain is reasonable)
Achievable	Objectives describe activities within the scope and range of RtI activities adopted by other schools
Realistic	Focusing on “core instruction” is a do-able endeavor, builds on existing expectations, not requiring dramatic change in staff skill
Timely	Reinforcing core instruction can occur immediately, does not require long planning time; instructional practices do not require “new” knowledge for staff, just reinforcement and renewed focus

OBJECTIVES: *(in support of Goal 1)*

- 1.1. All teachers will create lesson plans using a common document that aligns standards, curriculum, instruction and assessment for their grade level/ subject area.
- 1.2. All teachers will provide high quality core instruction that includes practices such as: clearly stating the lesson’s topic, theme, and objectives; encouraging students to check their own comprehension.
- 1.3. All teachers will differentiate instruction in response to individual student performance on pre-tests and other methods of assessment.

STRATEGIES: *(example for Objective 1.1)*

- S1:1.1: Instructional teams (grade level or content area) develop common instructional unit plans using district created curriculum guidance materials.
- S2:1.1. Instructional teams review student results on common assessments, identify those needing intervention or enrichment, and develop a plan for providing targeted instruction based on common curriculum standards.

(example for Objective 1.2)

- S1:1.2. Teachers participate in a peer observation process at least twice per month to give and receive feedback on high quality core instructional practices.
- S2:1.2. Instructional team meetings include an agenda item to review successes and challenges in consistently implementing the core instructional practices.

Example 2:

GOAL: To improve student achievement and teacher effectiveness by engaging teachers in ongoing, embedded professional learning within a revised team structure which establishes specific benchmarks for implementing instructional practices that increase student learning.

SMART CHECK	Example 2
Specific	“student achievement”; “teacher effectiveness”; “engage”; “professional learning”; “team structure”; “specific benchmarks”
Measurable	(none listed; could insert mention of local and/or state assessments for student achievement gains; could insert mention of a measure of implementation such as walk-throughs or surveys of enacted curricula)
Achievable	If IDO1 is already in place, other actions required of teams are

Realistic

within a reasonable scope of work; pd aligned with indicators of effective practice may require some modifications of typical expectations but not beyond the scope of reasonableness
Teams often exist and expecting them to declare a work plan is a do-able expectations

Timely

Improving the impact of instructional teams can result in changes in teaching practice, professional climate, curriculum alignment/ quality and student achievement soon after implementation.

OBJECTIVES: *(in support of Goal 2)*

- 2.1. A team structure will be officially incorporated into the school improvement plan and school governance policy.
- 2.2. All teams will operate with work plans for the year and specific work products to produce.
- 2.3. Instructional Teams will meet for blocks of time sufficient to develop and refine units of instruction and review student learning data.
- 2.4. Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

STRATEGIES: *(example for Objective 2.4)*

- S1:2.4: District leaders and school staff examine existing research-based indicators of effective teaching and reach consensus on those to be adopted for use across all professional learning activities.
- S2:2.4. School leaders and staff develop a process for self assessment and peer feedback using the adopted indicators of effective teaching.
- S3:2.4. Based on a summary of self and peer assessments, the district provides support from either external or internal coaches, mentors or other experts to give needed targeted assistance to selected teachers.

Example 3:

GOAL: To improve student achievement and organizational effectiveness by building leadership capacity across the school community (administrators, leadership teams, staff, students, parents) to ensure the use of high quality practices that builds a positive learning environment and promotes and celebrates strong academic achievement.

Example 3

Specific	“student achievement”; “building leadership capacity”; “school community”; “high quality practices”; “positive learning environment”
Measurable	(none listed; could mention local and/or state assessments for student achievement gains; could mention climate surveys from students and teachers, parent surveys)
Achievable	Establishing expectations across the school community (a “compact”) can be accomplished with early and frequent conversations among the members of the school community; principal expectations and tasks are consistent with existing principal expectations
Realistic	Most would expect this goal to exist for all schools; setting goals for these activities to be conducted is not only reasonable, it’s assumed!

Timely

Schools needing to improve rapidly need all the support they can find; parents and community partners can contribute essential resources (time, personnel (i.e., tutors) to enhance the work of the school staff

OBJECTIVES (*for example Goal 3*) –

- 3.1. The principal will monitor curriculum and classroom instruction regularly.
- 3.2. The school's Leadership Team will look at school performance data and aggregated classroom observation data monthly and will use that data to make decisions about school improvement and professional development needs.
- 3.3. The faculty and parents will regularly review and discuss the school's document that outlines key expectations of students, parents, and teachers.
- 3.4. All teachers will systematically report to parents the student's mastery of specific standards-based objectives.

STRATEGIES: (*example for Objective 3.3*)

- S1:3.3: School staff prepare materials and disseminate them through print, media, and community contacts to invite a broad range of family and community partners to multiple sessions to discuss the school-community commitment.
- S2:3.3. A school and family / community task force revises the school-community agreement and presents it in various media and forms to diverse school stakeholder groups.
- S3:3.3. At monthly events (family back to school nights, pot luck dinners, guest speaker sessions, community services showcases, etc), school staff and family partners remind all stakeholders of their role in support of student academic achievement.

APPENDIX E: MONITORING IMPLEMENTATION AND IMPACT

In order to monitor continuous progress toward the measurable objectives included in the School Improvement Plan, schools are advised to establish and implement a system to regularly gather and analyze data on classroom instruction and student outcomes. The two aspects to be monitored include *implementation of the plan's strategies* and *the impact of those strategies on student academic outcomes*. Data from monitoring the plan's progress can inform decisions in the short term to revise the plan to improve the likelihood that student achievement goals will be met. In the longer term, monitoring the plan's implementation and impact can inform decisions across a range of school operations -- staffing, program selection, scheduling and resource allocation.

Monitoring implementation

The strategies in the school improvement plan likely will include changes in instructional practice, collaborative planning, and leadership behaviors designed to lead to better learning outcomes. Monitoring of Implementation ensures that practices or interventions identified in the plan and designed to improve student learning are actually being carried out (implemented) in classrooms according to best practice (fidelity) and agreed upon frequency.

Implementation criteria for fidelity and frequency must be determined, articulated in the plan, and known by all before implementation begins. Implementation can be monitored through observation by supervisors or peers, self-reporting, record keeping, or discussion in professional learning communities. Monitoring of Implementation should be done regularly as a formative exercise to determine if implementation is being carried out with fidelity or needs to be improved. A summative report of implementation is especially useful if the monitoring of effectiveness reveals that the desired result was only partially met. Here are some options for monitoring whether the plan's strategies are being implemented

Documentation	If the plan calls for instructional or leadership teams to engage in design and assessment of instructional activities meeting agendas and minutes can serve as evidence about the decision making process. Expectations for documenting each team's work can be established as part of the school improvement plan.
Surveys of Enacted Curriculum	Over the past decade, the Council of Chief State School Officers (CCSSO) has developed a comprehensive survey of classroom practices. States who participate or subscribe to the survey have access to its tools to gather information on the use of specific instructional practices in classrooms.
Observations	'Learning walks,' 'instructional rounds' or other forms of systematic, structured observation protocols can be used to gather information about classroom activities with modest investments of time and personnel.

Teacher self reports

One option for monitoring implementation is to engage the staff charged with adopting instructional change in gathering the evidence documenting the change. Teacher self-reports, peer observations, and collection of artifacts and student products can offer insight into the breadth and depth of adoption of new strategies. By asking teachers to commit to following through with the strategies included in the plan and to report how they're doing, accountability for the school's plan is broadly distributed across the entire professional staff. With a brief survey asking teachers to report their adoption of the plan's strategies to their instructional teams/ grade level team colleagues at weekly meetings, peer support and advice is encouraged. As time allows, administrators can confirm and corroborate instructional team reports during periodic classroom visits.

Monitoring impact

Monitoring the impact of the school improvement plan asks the questions, what evidence do we have that these strategies resulted in

- improved student learning?
- enhanced culture and climate?
- greater involvement by parents in their child's learning?

Monitoring of effectiveness determines if the intervention or practice produced the desired results. The desired result, assessment methods, and regular benchmarks need to be clearly defined, articulated in the plan, and understood by all in advance of the beginning of implementation. Effectiveness should be determined through a variety of measures. Benchmarks of effectiveness should be examined regularly throughout implementation to determine if students are making progress that will result in reaching the desired result or if implementation should be changed to improve results. If monitoring reveals that the desired result was not achieved, examination of implementation and results should be carefully examined to determine why results were not achieved.

Multiple measures of impact offer a rich description of the changes in a school that contribute to changes in student learning. A wealth of tools to collect and connect data about school demographics, student learning, school processes, and perceptions of culture and climate are available from a variety of sources. (See section V of the *Handbook, Resources for Continuous Improvement..*)

Here are some examples of the types of impact measures you might find suitable for your specific improvement strategies and objectives.

Desired Impact	Evidence Sources
Academic achievement	<ul style="list-style-type: none"> -- local formative assessments *(see your VT DOE School Improvement Coordinator for more FAP resources and guidance) -- benchmark assessments -- common, local curriculum based assessments -- student progress monitoring measures (e.g., DIBELS, Aims Web)
Climate, Culture	<ul style="list-style-type: none"> -- student attendance records -- teacher attendance records -- discipline data; suspension, expulsion data -- pre- and post-surveys of student, staff, parent satisfaction
Parent/ Family Involvement	<ul style="list-style-type: none"> -- parent/family attendance at school events -- active membership, participation in parent organizations -- volunteer records -- regular, periodic surveys of parent satisfaction

Evidence of the impact of the plan’s strategies will be most informative when the data collected are clearly and directly linked to the changes in behavior adopted by the staff. Formative data collected and reviewed in a timely way can allow teachers to recognize if new practices are having their desired impact and is superior to yearly state assessment results.

APPENDIX F: SAMPLE PARENT LETTER

The following is an example of an AYP Parent Letter. Schools are required to notify parents of the school's improvement status before the beginning of the school year. In addition, schools are required to offer the option to transfer to a higher performing school in the district and to provide transportation to those students who elect to transfer.

Schools should tailor their letter to meet their individual circumstances. The following components must be included in the letter:

- ◆ Explanation of what the identification means;
- ◆ The reasons why the school was identified;
- ◆ Explanation of what the LEA and SEA are doing to help the school address the problem;
- ◆ Explanation of how parents can become involved in addressing academic issues that caused the school's identification;
- ◆ How the school compares in terms of academic achievement to other schools.

Sample:

August 2011

Dear Parents and families –

The [XXX] School District was identified by the Vermont Department of Education as a school in need of improvement (Year 1 School Improvement) based on student performance on state assessments in math and reading taken in the fall of 2010. Our school did not make adequate yearly progress (AYP) in reading or mathematics for economically disadvantaged students (designated by FRL – Free and Reduced Lunch). The [SU], with guidance from the VTDOE, will be providing technical assistance as we write our school improvement plan.

During the past two years we have been hard at work to improve student learning in reading, writing and mathematics. The school board approved the revised local curricula in English Language Arts as well as in Mathematics in the spring of 2010. The alignment of the curricula in these areas is important as all teachers of reading and math now have a common core document from which to plan instruction. Our teachers implement these instructional documents using various research based methods designed to meet the needs of individual students. . During the past year we implemented Four Blocks® Framework for literacy instruction. This program provides a consistent structure across all grades – and supports teachers' efforts to personalize the instruction for each student. During our writing workshop students are writing and receive instruction in writing every day. Students learn in small groups, practice reading several times a day and have their progress checked regularly to be sure that they receive any additional support they might need. We are also working to improve our mathematics instruction. This summer our teachers attended training on the implementation of our new Investigations math program.

The progress monitoring of student performance is a key to improved results. During the 2010 school year we began using the Aimsweb Assessment program – following the development of reading and math computation fluency for all students. In addition to Aimsweb, we will continue to use the DRA2 to screen student’s reading level twice a year and the Gates McGinitie Reading assessment in the spring. This assessment data allows us to take a look at each child’s performance in basic skills at certain points throughout the year and the information will allow us to meet each child’s need.

We continue to use data from the NECAP (New England Common Assessment Program) to complement our local assessments. This year our scores on the NECAP assessment showed some improvement in both reading and math over previous years’ results. However, the gap between all students and students on Free and Reduced Lunch has grown – with all students performance on reading showing 80% proficient, while 40% of students on FRL demonstrate proficiency. When we look at results on NECAP Mathematics we find that 75% of all students are proficient or above and 40% of students on FRL demonstrate proficiency. This gap is much too wide and our efforts will be to bring more students into the proficiency category. Statewide results in reading show 73% of all students proficient in reading while 58% of FRL students are proficient. In mathematics statewide 65% of all students are proficient while 49% of FRL students are proficient. We believe all students can learn and be successful in these areas.

We will write our school improvement plan with an eye to better address student needs as determined by the analysis of data we have collected. This document sets our goals for academic achievement in reading, writing, and math as well as needed professional development as a staff over the next two years. It also addresses social learning, building community and the school climate. We looked at the parent survey results as part of the process and thank you for your feedback. We invite you to join this committee. Our meetings will be held on the second Monday of the month. Please contact [], if you would be interested in participating in developing the School Improvement Plan.

We will continue to work with Parent Resource Center of Vermont (PIRC) and look forward to having an active involved parent organization to partner with us on educational efforts. This fall we will share aspects of our approved local curricula, our teaching practices, and our assessments in an effort to better inform parents of our expectations. Your support is instrumental in your child’s school success. One way parents can support learning is to make sure children are in school regularly and on-time. We look forward to working with you through the year to improve the educational experience for all children.

APPENDIX G: School Improvement Plan Rubric

Improvement Plan Components and Criteria for VT Schools Designated in Year 1 Improvement

District/ SU _____ School _____
 Reviewer _____ Date _____

This rubric is designed for schools to use to assess the quality of their school improvement plan as the plan is being developed and revised; and for the LEA, peer reviewers and the VT DOE to evaluate and provide feedback to the school on the likelihood that the plan will be successful.

TEN COMPONENTS OF SCHOOL IMPROVEMENT PLAN	Exceeds Criteria	Meets Criteria	Needs Revision
Component 1 – Strategies			
Component 2 – Policies and Practices Concerning the Core Academic Subjects			
Component 3 – High-quality and Ongoing Professional Development			
Component 4 – Use of Professional Development Funds to Remove School from Improvement			
Component 5 - Measurable Objectives to Ensure all Student Populations Meet the State Standards			
Component 6 – Parent Notification			
Component 7 – State, LEA, and School Responsibilities			
Component 8 – Parental Involvement			
Component 9 – Before and After School, Summer, and Extended School Year Activities			
Component 10 – Teacher Mentoring Program			

(adapted from the Delaware Department of Education School Improvement Rubric, April 2010;)

Component 1	Exceeds	Meets	Needs Revision
<p>Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.</p>	<ul style="list-style-type: none"> • The school provides teachers, administrators, and other staff and parents, as appropriate, with professional development to understand the state standards, curriculum, instructional strategies, assessments and data analysis. • Curriculum is prioritized and mapped and aligned with the state standards. • The school has implemented formative assessments aligned with the state standards and state assessments. • The school provides teachers with regular collaboration time during the school day to enhance the curriculum and instruction so all students can meet the state standards. • The school uses a variety of data sources to inform teaching and learning. • Teaching and learning strategies address the needs of all students and specifically those students at risk for not meeting state standards. • Strategies sufficiently address the academic issues that caused the school to be under improvement. • The school communicates a shared vision of what students should know and be able to do at each grade level to all 	<ul style="list-style-type: none"> • The school provides teachers with a curriculum document that clearly defines student learning expectations aligned to the VT state standards. • The school has a local assessment system teachers use to inform instructional decisions • Teaching and learning materials are aligned with state standards, curriculum, and state, district, and school assessments. • Strategies are scientifically research-based. • The school provides teachers with collaboration time to enhance the curriculum and instruction. • Strategies address the specific teaching needs of the staff and the learning needs of the students. • Strategies at the school align with the district’s improvement goals and objectives. • The school communicates the school’s vision to all stakeholders. • Strategies address the academic issues that caused the school to be under improvement. • Strategies address the different learning needs of students with diverse cultural and language backgrounds. 	<ul style="list-style-type: none"> • The school does not provide teachers with professional development to strengthen the core academic areas. • The curriculum alignment process has not been completed. • The school only administers state assessments and does not track student learning through other measures. • Teachers are not provided with common time to make instructional improvements. • The school does not use data to inform instruction. • Strategies are not based on research. • Strategies are not aligned to the school needs, goals or objectives.

Component 1	Exceeds	Meets	Needs Revision
	<p>stakeholders through a variety of media and formats.</p>	<ul style="list-style-type: none"> • Strategies address the non-academic needs that support the learning process so all students will meet the State Standards. • The school monitors the implemented strategies for effectiveness for enabling all groups of students to meet state standards. • Strategies directly align with the school's improvement goals and objectives. 	

Component 2	Exceeds	Meets	Needs Revision
<p>Adopt 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 academic assessment.</p>	<ul style="list-style-type: none"> • All policies and practices directly impact the students’ ability to meet state standards. • The school has policies and practices establishing regular data analysis. • The school policies and practices include teachers and parents as part of the school decision-making process. • The school’s policies and practices ensure resource allocations align with school improvement goals. • The school’s policies and practices are directly aligned with the needs of students and school. • All policies and practices reflect evidence-based best practices in similar schools. 	<ul style="list-style-type: none"> • Policies and practices are related to the students’ academic needs. • The school uses data to examine the performance of all groups of students. • The school’s policies and practices include teacher and parent input. • The school’s academic program policies and practices align resources with school improvement goals. • The school uses data on classroom instruction as well as student learning to inform decisions about curriculum programs and professional development. • The school has policies and practices addressing instructional programs and materials, the use of instructional time, and use of assessment results to improve student achievement. 	<ul style="list-style-type: none"> • Policies and practices are not related to factors enabling students to meet state standards. • Policies and practices are not informed by data. • Policies and practices do not require teacher and parent input. • Policies and practices do not address the alignment between resources and school improvement goals. • Policies and practices do not sufficiently address the instructional program. • Policies and practices are not aligned with student and school needs. • Policies and practices are not based on evidence of best practice in similar schools.

Component 3	Exceeds	Meets	Needs Revision
<p>Provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that</p> <p>(1) directly addresses the academic achievement problem that caused the school to be identified for school improvement;</p> <p>(2) meets the professional development requirements for teacher and paraprofessional qualifications; and</p> <p>(3) is provided in a manner that affords increased opportunity for participating in that professional development.</p>	<ul style="list-style-type: none"> • Professional development: • occurs in learning communities that meet regularly with trained facilitators and are committed to continuous improvement, program and system alignment, and collective responsibility for student success • requires skillful leaders to set high expectations, build capacity, provide support, and distribute responsibility for professional learning • is an integral part of broad schoolwide and district wide educational improvement plans; • uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning • applies research about adult learning and instructional design to achieve its intended outcome • supports implementation of learning and sustains long-term change • is developed with extensive participation of teachers, principals, parents, and administrators of schools as a whole, • is regularly evaluated for 	<ul style="list-style-type: none"> • Professional development occurs in learning communities that meet regularly and are committed to continuous improvement, program and system alignment, and collective responsibility for student success • Leaders set high expectations, for professional leaning. • Professional development builds staff capacity, provide support, and distribute responsibility for professional learning • is an integral part of broad schoolwide and district wide educational improvement plans; • uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning • applies research about learning and instructional design to achieve its intended outcome • supports implementation of learning and sustains long-term change • is developed with extensive participation of teachers, principals, parents, and administrators of schools as a whole, 	<ul style="list-style-type: none"> • Professional development consists of individual learning experiences. • Teachers participate in professional development, but not necessarily aligned to student and school needs. • School leaders rarely address or attend professional development and provide little support for integrating new learning into practice • Professional development is viewed as a separate initiative • Planning of professional development is based on teacher surveys and the hottest new programs. • There is no evaluation of impact of professional development. • Professional development usually consists of workshops, conferences, or speakers. • There is no system to support implementation of learning or long-term change. • Professional development is planned by one or two people with little input from others • There is no evaluation of the impact of professional development upon educator practice or student learning.

	<p>impact on increased educator effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;</p>	<ul style="list-style-type: none"> • is regularly evaluated for impact on increased educator effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development; 	
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Component 4	Exceeds	Meets	Needs Revision
<p>Specify how the funds provided will be used to remove the school from school improvement status</p>	<p>Professional development:</p> <ul style="list-style-type: none"> • guarantees results by creating a continuum of learning focusing on outcomes defined in educator performance standards and student content standards by giving teachers, principals, and administrators the needed knowledge and skills to increase student achievement. • directly addresses the specific academic achievement problems that caused the school to be identified for improvement by <ul style="list-style-type: none"> • differentiating learning to improve and increase teachers' knowledge of the subjects they teach and their ability to use that knowledge to enrich instruction • advancing teacher understanding of and ability to use appropriately differentiated instructional strategies based on scientifically based research • improving their ability to address the learning styles and needs of different students reducing classroom management issues • giving teachers knowledge 	<p>Professional development:</p> <ul style="list-style-type: none"> • guarantees results by focusing on outcomes defined in educator performance standards and student content standards by giving teachers, principals, and administrators the needed knowledge and skills to increase student achievement. • directly addresses the academic achievement problems that caused the school to be identified for improvement by <ul style="list-style-type: none"> • differentiating learning to improve and increase teachers' knowledge of the subjects they teach • advancing teacher understanding of effective instructional strategies that are based on scientifically based research • improving classroom management skills • giving teachers knowledge and skills to: <ul style="list-style-type: none"> • provide instruction and appropriate support services to students of limited English proficiency • use of technology to improve instruction • teach children with special 	<p>Professional development:</p> <ul style="list-style-type: none"> • Consists of attendance at available events and activities instead of developing learning activities to meet outcomes defined by educator performance standards or student learning needs. • Provides generic learning opportunities related to the broad areas of identification • Provides a one-size-fits-all approach in content areas • Advances awareness of effective instructional strategies • Improves classroom management skills • Ensures teachers of ELL students learn strategies appropriate for their students • Teaches teachers how to use technology • Ensures teachers of special needs students learn strategies appropriate for their students • Teaches how to analyze data

	<p>and skills to:</p> <ul style="list-style-type: none"> • provide instruction and appropriate support services to students of limited English proficiency • use technology to improve instruction and engage students • teach children with special needs; • use data and assessments to inform and instruct classroom practice; • work more effectively with parents 	<p>needs;</p> <ul style="list-style-type: none"> • use data and assessments to inform and instruct classroom practice; • work more effectively with parents 	
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Component 5	Exceeds	Meets	Needs Revision
<p>Establish specific annual, measurable objectives for continuous and substantial progress by each group of students (economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency) and enrolled in the school that will ensure that all groups of students will make adequate yearly progress and meet the state's proficient level of achievement on the state academic assessment.</p>	<ul style="list-style-type: none"> • The school's goals and objectives are written so all stakeholders understand the progress necessary for all student subgroups to meet adequate yearly progress and the proficient level of achievement on the state assessment. • The school's goals and objectives are focused on the teaching and learning issues that led the school to be identified for school improvement. • The school's goals and objectives are directly aligned to the needs of the school and the needs of all groups of students. • The school's goals and objectives are realistic and attainable. • The school's objectives are measurable and targets are challenging but reasonable. • The school's measures will indicate progress at the school, subgroup and classroom level. 	<ul style="list-style-type: none"> • The school's goals and objectives identify the progress necessary for all student subgroups to meet adequate yearly progress and the proficient level of achievement on the state assessment. • The plan's goals and objectives are based on an assessment of the teaching and learning issues that led the school to be identified for school improvement. • The plan includes strategies to measure regular progress toward the annual objectives • The school's measures will indicate progress for the whole school and for all student groups. 	<ul style="list-style-type: none"> • The school's goals and objectives are not clearly written or understandable. • The school has not identified goals and objectives related to the issues that led the school to be identified for school improvement. • The school's goals and objectives do not match the needs of the school or of any specific groups of students. • The school's objectives are not measurable. • The school's measures are not adequate to indicate progress at the school and subgroup level.

Component 6	Exceeds	Meets	Needs Revision
<p>Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand.</p>	<ul style="list-style-type: none"> • The LEA provided parents of the school with timely and thorough information so parents will understand what school improvement identification means; the academic achievement level, teacher qualifications, and programs compared to that of other state and local schools; • The LEA provided parents timely and thorough information about parent involvement opportunities to address the school's academic achievement; • The LEA clearly informed parents of their option to transfer their child and the LEA's transportation responsibilities. • The LEA has published and disseminated information on how the school is addressing low achievement to parents and the public. • The LEA and school ensure that all required information is provided in multiple and understandable formats to all stakeholders. • The LEA and school provide all written communication in multiple languages as appropriate. 	<ul style="list-style-type: none"> • The LEA provided parents of the school with timely information so parents will understand what school improvement identification means, • The LEA informs parents of available options to transfer to another school not under improvement, including mention of the transportation provided. • The parent notifications are presented in understandable formats. 	<ul style="list-style-type: none"> • The LEA has not provided parents with appropriate or timely information about the school's improvement status or the parent's options.

Component 7	Exceeds	Meets	Needs Revision
<p>Specify the responsibilities of the school, the local education agency, and the state education agency serving the school under the plan, including the technical assistance provided by the local educational agency and the local educational agency's fiscal requirements.</p>	<ul style="list-style-type: none"> • The school regularly consults with multiple expert sources with experience helping schools improve academic achievement, such as the LEA, SEA, higher education, private organizations and educational service agencies. • The expert help is focused on strengthening and improving the school's instructional program and more specifically directed at the areas in need of improvement. • Local or external experts provide assistance in analyzing and using data to develop comprehensive solutions to the school's needs in the areas of instruction, professional development, and parent involvement. • Solutions proposed by local and external experts is supported with evidence from schools with similar needs, culture and context. • The expert help is focused on building capacity to sustain improvement efforts. • Responsibilities are sufficiently outlined at the school, LEA and state level to ensure successful implementation of the school improvement plan. 	<ul style="list-style-type: none"> • Responsibilities are specified at the school, LEA and State level. (see example, Table 2, pages 5, 6, 7, <i>SI Handbook</i>) • Technical assistance sufficient to support the development and implementation of a credible plan for school improvement is described and provided. • The LEA budget shows allocation of sufficient funds to the school to implement the plan as designed. 	<ul style="list-style-type: none"> • The school does not consult with expert sources. • Responsibilities are not specified at the school, LEA or State level.

Component 8	Exceeds	Meets	Needs Revision
<p>Include strategies to promote effective parental involvement in the school.</p>	<ul style="list-style-type: none"> • The school promotes on-going and regular two-way communication with parents. • Parents are key partners in designing a plan to address the academic issues that led the school to be identified for improvement. • The school implements multiple strategies with demonstrated evidence of effectiveness to involve parents in educating their children. • Parents are meaningfully involved in all school decisions 	<ul style="list-style-type: none"> • The school’s plan describes strategies to provide on-going communication with parents about the academic progress of the school. • The school provides parents with timely and thorough information in multiple and understandable formats. • The plan describes strategies to invite and encourages parents to be involved in addressing the academic issues that led the school to be identified for improvement. • The plan includes specific strategies to teach parents how to support the academic progress of their children. • The school promotes strong teacher/parent partnerships. • The school seeks parent input in school decisions. 	<ul style="list-style-type: none"> • The school communicates with parents when necessary. • The school’s parent involvement strategies are inadequate to effectively involve parents in the school improvement process.

Component 9	Exceeds	Meets	Needs Revision
<p>Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.</p>	<ul style="list-style-type: none"> • The school implements a multitude of additional time activities that meet the needs of individual students such as before school, after school, extended school week, extended school year, and summer time. • Additional time activities are research-based and work toward explicit outcomes aligned with the school's improvement goals and objectives. • Additional time activities are critically evaluated by teachers and principals to ensure the strategies and programs selected are meeting the needs of the students and reducing the barriers to school success 	<ul style="list-style-type: none"> • The school implements additional time activities to meet the needs of students such as before school and after school, and summer time. • Additional time strategies and programs are reviewed by teachers and parents to match the needs of the students and the reason the school is identified for improvement. 	<ul style="list-style-type: none"> • The school does not implement additional time activities outside the regular school day.

Component 10	Exceeds	Meets	Needs Revision
<p>Incorporate a teacher mentoring program.</p>	<ul style="list-style-type: none"> • The purpose and goals of the mentoring program is to provide new and struggling teachers with professional support and continuous assistance to develop instructional excellence • The program clearly articulates mentor selection criteria, the process for matching mentors and teachers, and roles and responsibilities for mentors, teachers, and school leadership. • Administrators provide structures, incentives, and supports including regular time for mentor/mentee collaboration, coaching, in class modeling, and reflection. • The mentor program uses both formative and summative measures to assess the improvement of educators' practice and its impact on the academic achievement of students. 	<ul style="list-style-type: none"> • The mentoring program provides teachers new to the school with professional support and continuous assistance to develop instructional excellence. • The program thoughtfully matches mentors and teachers, and defines the roles and responsibilities for mentors, new teachers, and school leaders. • Administrators provide regular time for mentor/mentee collaboration, coaching and in class modeling. • The mentor program results in on-going professional learning that addresses the needs of the participants and aligns with other professional learning goals and school improvement initiatives. • The mentor program is evaluated to assess the quality of teachers' practice and attainment of the program's goals. 	<ul style="list-style-type: none"> • The mentoring program is to designed simply to orient teachers new to the school to the rules and procedures to be followed. • Criteria for mentor selection is unclear. • Criteria for matching mentors and new teachers is unclear. • Roles and responsibilities are not clearly defined. • There is no regular time for mentor/mentee collaboration and for mentors to work with mentees in their classrooms. • Professional development for mentors and teachers new to the school is generic and does not focus on their specific needs. • Improvement in teachers' practice is not assessed. • The mentoring program is not evaluated for effectiveness.

APPENDIX H: SCHOOL IMPROVEMENT PLAN FORM

1) School/SU Information:

School Name:	SU Name:
Principal:	Superintendent:
Principal Phone # & Email:	Superintendent Phone # & Email:
Date of School Board Approval:	Date Plan will be implemented:

2) School Improvement Planning Team:

List the names and contact information of the School Improvement Planning Team members and their position.

Name	Contact Information		Position
	Phone	Email	
			Superintendent
			Principal
			Special Education Director
			Curriculum Coordinator (if applicable)
			Teachers

List the names and positions of all individuals consulted in developing the plan. The school must consult with parents, school staff, the LEA, and outside experts.

Name	Position

3) Describe below how the school will provide written notice, in a format that parents can understand, about:

- **The school’s identification for improvement,**
- **What the school is doing to address the problem of low achievement, and**
- **What the LEA is doing to help the school address this problem.**

4) Specify the responsibilities of the school and the LEA in implementing the plan:

5) Describe below the policies and practices the school will adopt 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 NECAP.

6) What Results are We Currently Getting?

Student Achievement NECAP Data: Complete the Chart below.

Subgroups (list each subgroup identified)	Reading (check here if subgroup is identified)	Math (check here if subgroup is identified)
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Data Analysis:

- List all data/information analyzed
- Explain what the data revealed.

Prior Action Plan Strategies:

What prior Action Plan strategies have been successful in increasing student achievement?

What evidence have you collected that demonstrates the success of these improvement/strategies?

Which prior efforts in your Action Plan had little impact on increasing student achievement?

What is the evidence?

7) Why Are We Getting These Results? Root Cause Identification:

(for an explanation of root cause analysis, go to: <http://rpd.net/adm/uploads/admin/1242RootCauseAnalysisToolkit.pdf> & check Appendix X)

- Based upon the analysis of student performance data, prior strategies in the Action Plan, and other applicable information, explain the root cause and evidence supporting this conclusion. Be sure that your plan is treating the root cause and not just the symptoms.

8) Vermont School Improvement Plan - Two Year Plan (2011-2013)

Directions (Refer to “Appendix D Writing Meaningful Goals and Objectives” for further information and examples):

- Based on the analysis in items #6 and #7 above, identify the *Measurable Goals* that will ensure that all groups of students that the school is identified for, will meet the State’s proficient level of achievement on NECAP. The Goal must be a clearly articulated statement that describes the explicit desired outcomes. See Appendix D for information on writing S.M.A.R.T. goals.
- For each measurable Goal, list the *Objectives* which are the measurable description of what specific individuals will be able to know, do, or achieve in the short term that contributes to attainment of the longer term goal. The objectives provide an intermediate check point to monitor progress toward the long term desired outcome/goal.
- List the *Strategies/Activities* that will be implemented to achieve the Objective. The strategy/activity describes what the individuals mentioned in the objective will take part in to acquire the knowledge, skill or expertise defined in the objective.
- Finally, for each strategy/activity list the *resources* that will be needed, the *timeline* when the activity will be accomplished, and the *person responsible*.

This plan must:

- Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement,
- Include strategies to promote effective parental involvement in the school,
- Identify the strategies to develop or revise a teacher mentoring program,
- Incorporate, as appropriate, the professional development that will be provided to address the academic achievement problems that caused the school to be identified (i.e. increasing content knowledge, use of scientifically based instructional strategies, assessment practices, analysis of classroom data and how it can inform their instruction, etc.), and will lead the school to exit improvement status.
- Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.

MEASURABLE GOAL 1:

Goal 1 Objectives (number each objective):

Strategies/Activities (Number each strategy to correspond to an objective – see Appendix D for examples)	Resources	Timeline	Person Responsible

MEASURABLE GOAL 2:

Goal 2 Objectives (number each objective):

Strategies/Activities (Number each strategy to correspond to an objective – see Appendix D for examples)	Resources	Timeline	Person Responsible

MEASURABLE GOAL 3:

Goal 3 Objectives (number each objective):

Strategies/Activities (Number each strategy to correspond to an objective – see Appendix D for examples)	Resources	Timeline	Person Responsible

MEASURABLE GOAL 4:

Goal 4 Objectives (number each objective):

Strategies/Activities (Number each strategy to correspond to an objective – see Appendix D for examples)	Resources	Timeline	Person Responsible

MEASURABLE GOAL 5:

Goal 5 Objectives (number each objective):

Strategies/Activities (Number each strategy to correspond to an objective – see Appendix D for examples)	Resources	Timeline	Person Responsible

MEASURABLE GOAL 6:

Goal 6 Objectives (number each objective):

Strategies/Activities (Number each strategy to correspond to an objective – see Appendix D for examples)	Resources	Timeline	Person Responsible

9) Describe how the LEA will monitor (a) implementation of the plan, and (b) the impact of the plan’s strategies on student achievement:

10) Peer Review: the LEA should assemble a peer review team utilizing the parameters established below as they appear in the Federal guidance.

“Peer reviewers must consider a proposed plan for school improvement within 45 days of its submission, through a process established by the LEA. The LEA should involve as peer reviewers teachers and administrators from schools or districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. Staff with demonstrated effectiveness and recognized expertise in school improvement will be able to evaluate the plan’s quality and the likelihood of its successful implementation, and make suggestions for revisions.” §1116(b)(3)(E)

Name	Position	School/District/Organization	Contact Information (email & phone)

Describe the changes you made, if any, as a result of this peer review:

ASSURANCE FORM

The Superintendent will assure:

- 1) That the school will spend not less than 10 percent of the funds made available to the school under section 113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that:
 - Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
 - Meets the requirements for professional development activities under section 1119; and
 - Is provided in a manner that affords increased opportunity for participating in that professional development.
- 2) That the identified school receives technical assistance focused on strengthening and improving the school's instruction program in the areas of data analysis, identification and implementation of strategies and budget analysis.
- 3) If applicable, that school choice is provided for children whose parents wish to transfer them from the school identified for improvement.

Superintendent's Signature

Date