

# **School Improvement Resource Guide**

**for**

**No Child Left Behind Act**

**of**

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# Why NCLB?

- ***To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.***
- **Four basic principles:**
  - **Stronger accountability for results**
  - **Greater flexibility and local control**
  - **Expanded options for parents**
  - **Doing what works, based on scientific research.**

# **Assessment and Accountability**

**Focus on improving student performance by making schools, districts, and states accountable for results.**

- **Setting clear and high standards.**
- **Testing every year in grades 3-8 to track progress.**
- **Holding states, districts, and schools responsible.**
- **Ensuring that the public knows how well schools are educating their students.**

# Assessment and Accountability (continued)

- Statewide accountability system for all public schools and all students
- Goal of ensuring that all students reach the “proficient” level by the 2013-2014 school year.
- Meeting yearly measurable objectives =  
Adequate Yearly Progress

# Goals and Subgroups

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Com Arts	18.4	19.4	20.4	26.6	34.7	42.9	51.0	59.2	67.4	75.5	83.7	91.8	100
Math	8.3	9.3	10.3	17.5	26.6	35.8	45.	54.1	63.3	72.5	81.7	90.8	100

**All students**

**Major racial and ethnic groups**

**Economically Disadvantaged**

**IEP**

**LEP**

**Significant Group (cell size) = 30**

**Level Not Determined not more than 5%**

**Other Indicators – Elementary/MS Attendance 93%**

**HS Graduation Rate 85%**

# Adequate Yearly Progress AYP

- Each subgroup must meet or exceed the state goal
- Any school not meeting AYP for two consecutive years in same content area or additional indicators will be identified as a school in improvement
- Identification will take place before the beginning of the school year following the failure to make AYP.

NCLB

SCHOOLS

in

IMPROVEMENT

# School Improvement

- **Level One**

- Notify parents

- Offer public school choice

- Develop 2-year school improvement plan

- Begin implementation of plan

- Use 10% of Title I building allocation for PD

- **Level Two**

- Notify parents

- Continue to offer public school choice

- Offer SES to low-income families

- Continue implementation of plan

- Use 10% of Title I building allocation for PD

# School Improvement

## (continued)

- **Level Three**

Notify parents

Continue to offer Choice & SES

Corrective action

- **Level Four**

Notify parents

Continue to offer Choice & SES

Restructure (planning year)

# School Improvement (continued)

- **Level Five**

Notify parents

Continue to offer Choice

Continue to offer SES

Restructure (implement plan)

# **School Improvement**

(continued)

- **Within 3 months, an identified school must develop a school improvement plan, in consultation with parents, school staff, district, and outside experts.**

# The school plan must...

- **Cover a 2-year period**
- **Assure that the school will spend annually not less than 10% of the building's Title I funds on professional development**
- **Establish annual measurable objectives for continuous and substantial progress to ensure that each subgroup will ultimately meet proficiency**

# The school plan must also...

- Incorporate strategies based on scientifically based research to address specific areas that caused the failure.
- Align strategies with MSIP standards.
- Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of raising student achievement to meet the state proficient level.

## **And...**

- **Provide effective Professional Development that supports the strategies and incorporates a teacher-mentoring program**
- **Provide effective parent involvement**
- **Incorporate, as appropriate, extended learning activities**

# Plan Components

- **Responsibilities of the school district and DESE**
- **Needs assessment and Consultation**
  - Parents
  - School staff
  - LEA
  - Outside experts
- **Measurable goals for four focus areas**
- **Allocation of school improvement funds to implement the strategies in each focus area**

# Plan Components

(continued)

- Focus #1: Academic Achievement for the Group of ALL Children or for Specific Subgroup(s) of Children
- Focus #2: Professional Development (must include teacher mentoring)

# Plan Components

(continued)

- Focus #3: Parent and Community Support and Involvement
- Focus #4: Extended Learning Opportunities

# FOCUS PAGES

- MISP Standard/Indicator
- Strategy number
- Strategy/Action Step – SBR
- Person Responsible
- Project Start Date
- Project End Date
- School Improvement Funds



Goal and Measurable Obj.

Help



District: 06109 - NORMANDY

School: 020 - NORMANDY KINDERGARTEN CTR.

Select District

Initial Year: 004 - 2005

Revision: INITIAL PLAN

Status:

**Goal and Measurable Objective**

Building Allocation: \$40,000

**Goal: To improve student achievement, especially in communication arts and math.**

State annual measurable objectives that address the specific reason(s) for the school's failure to make adequate yearly progress and/or the reason the school is identified for school improvement. Describe the acceptable level of progress, how and when the objective will be measured, a timeline for when the objective will be met, and a person responsible. Strategies must be research-based.

**Focus #1: Academic Achievement for the Group of ALL Children or for Specific Subgroup(s) of Children**


Measurable Objective:

Describe how the objective will be measured:

MSIP Std/Ind	Strategy Number	Strategy/Action Steps Grounded in Scientifically based Research	Person Responsible	Projected Start Date (mm/dd/yyyy)	Projected End Date (mm/dd/yyyy)	School Improvement Funds Requested
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
					Total =	0

Back to Focus #1

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 Missouri Department of Elementary and Secondary Education - Send questions to: [webreplies@dese.mo.gov](mailto:webreplies@dese.mo.gov)  
 Current User: SWHITING Last Modified User Id: SWHITING Last Modified Date: 9/4/2008 12:00:00 AM

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# District Responsibilities

- The school district must provide technical assistance to its school(s) during the planning, development, and implementation of the School Improvement Plan(s).

# District Responsibilities

## (continued)

- District must provide all students in the Title I school the option to transfer to another of its public schools not identified for school improvement
  - if funds are insufficient to satisfy all transfer requests, the lowest achieving of low-income students have priority for transportation.

# District Responsibilities

## (continued)

- District must set aside an amount equal to at least 20% of district Title I funds for transportation for choice in first year of school improvement.
- In second and subsequent years, district must set aside an amount equal to 20% of the Title I allocation for choice and SES. At least 5% must be used for SES.

# District Responsibilities

## (continued)

- Choice option is for all students in the school in improvement.
- Only low-income (free/reduced lunch) students eligible for Supplemental Educational Services (SES).

# Exiting School Improvement

If a school identified for improvement, corrective action, or restructuring makes AYP for two consecutive years in the content areas and additional indicator, the school will exit school improvement.

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DISTRICTS

in

IMPROVEMENT

Any District not meeting AYP for two consecutive years in any subgroup in communication arts, math, or additional indicators will be identified as a District in Improvement.

# Requirements for Districts in Improvement

Level 1 - Promptly notify parents (in language they can understand) of:

- The reason for the District Improvement status
- Any corrective action the state plans to take to address the problem
- Ways parents can become involved in addressing the issues that caused the district to be identified for DI

# Requirements

## (continued)

Broadly disseminate above findings to general public

Develop or revise a DI Plan within three months of identification: CSIP/ePeGS

Set aside 10% of the District's Title I funds for PD (if applicable, the SI schools' 10% may be included)

# Requirements

## (continued)

Conduct thorough needs assessment before writing DI Plan

- analyze data from AYP, APR, Crystal Reports, local assessments, etc.

- incorporate this information into specific objectives and strategies in the plan

# DI Plan Specifics

1. Address the fundamental teaching and learning needs of schools in the LEA , especially the academic problems of low-achieving students.
2. Define specific measurable achievement objectives and targets for each of the student subgroups whose disaggregated results are reflected in AYP reports.

# Plan Specifics

## (continued)

3. Incorporate strategies grounded in SBR that will strengthen instruction in Math and Communication Arts.
4. Include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year.

# Plan Specifics

## (continued)

5. Provide for high quality PD for instructional staff that focuses primarily on improved instruction.
6. Include strategies to promote effective parental involvement.
7. Include determination of why LEA's previous plan did not bring about increased academic achievement.

# District Improvement (continued)

- Level 2 – Continue to implement the requirements of District Improvement Level 1
- Level 3: Corrective Action: The state is required to take corrective action measures as outlined in *Understanding Your Adequate Yearly Progress (AYP) Report*
- *LEAs do not go beyond Corrective Action*

# Reminders

- Districts identified for improvement can not be providers of SES
- Schools within the district that are not identified for school improvement may provide SES if they have been approved

# Transferability

LEA Improvement Levels 1 and 2

Transferability is limited to 30% and funds are to be spent for school improvement purposes.

LEA Corrective Action

No funds may be transferred.

**NCLB**

**NON-TITLE 1**

**SCHOOL**

**IMPROVEMENT**

# Non-Title 1 Schools

- Are identified after not meeting AYP two consecutive years in a subject area or in the additional indicator.
- Must develop or revise a plan within 3 months of the identification including a needs assessment.

# Non-Title 1 Schools

- Do not have to notify parents.
- Do not have the same sanctions under NCLB.
- Do not receive any additional funds

# ePeGs

electronic Plan electronic Grants

08-09 Planning Side

Level 1 District Improvement Plans

Level 1 Non – Title I School  
Improvement Plans

By Spring 2009, all School Improvement  
Plans (Title and Non-Title) and District  
Improvement Plans

# School Improvement

- *should be about reforming what is not working based on data*
- *focuses on academic success for all students through effective instruction and professional development*
- *is a continuous process making changes when things aren't working*
- *involves all stakeholders*

# Resources

Your FII Supervisor

Federal Programs Home Page

<http://dese.mo.gov/divimprove/fedprog>

Handouts:

- Sample Needs Assessment Forms
- How to Write Measurable Goals and Objectives
- Example of School Improvement Plan—Focus 1
- MSIP Standards That Support NCLB School Improvement Requirements

# Instructional Priority Matrix

School \_\_\_\_\_

Source Document: MAP Content Standards Report

Matrix Codes

**A = 75% and above;      B = 51-74%;      C = below 51%**

Communication Arts				
	CS-1	CS-2	CS-3	CS-4
Grade				
Grade				
Grade				
Grade				

CS1 – Speaking/Writing Standard English

CS2 – Reading (Fiction, Poetry, Drama)

CS3 – Reading (Nonfiction)

CS4 – Writing Formally and Informally

# **DESE ASSISTANCE**

- **Contact your Federal Instructional Improvement Supervisor for assistance with writing the plan.**
- **The FII Supervisor can help you look at data, provide you resources for writing the plan, and help with the online form**
- **The FII Supervisor will review and give final approval of the plan.**