Effective School Improvement Planning

Putting strong plans at the core

August, 2017

Objectives

- Provide a brief overview of school support and improvement activities outlined in ESSA

- Define Comprehensive Support and Improvement and Targeted Support and Improvement

- Understand the requirements for schools identified for support and improvement

- Describe the resources for developing and refining school improvement plans required under ESSA

The Every Student Succeeds Act (ESSA) has led to process and implementation changes, including how state education agencies (SEAs) are expected to support local education agencies (LEAs).

However, schools classified as needing improvement and support are still required to develop and implement an effective plan to improve student outcomes.

ESEA Timeline

1965

The Elementary and Secondary Education Act (ESEA) was first passed, emphasizing equal access to education for all children.

2002

No Child Left Behind (NCLB) was passed, which ushered in an era of increased accountability through data and evaluation of schools.

2011

NCLB flexibility waivers required states to meet new accountability and teacher evaluation criteria in exchange for flexibility from NCLB's requirements.

2015

ESSA was passed, emphasizing the role of states in setting standards, ensuring accountability, and establishing other education policies.

LEAs and schools are still being held accountable for student achievement and progress.

During this transition year (2017-18), all schools classified as Priority or Focus are required to create a comprehensive school improvement plan (SIP) to submit to OSSE.

- All strategies and interventions outlined in the plan must be aligned to either the [seven turnaround principles] or be "evidence-based" as defined by ESSA.

New System for Identifying Low Performing Schools

DC's proposed State Education Plan outlines a new accountability system that includes new school improvement designations. Applicable beginning in the 2018-19 school year, ESSA replaces the previous category for the lowest performing schools with Comprehensive Support and Improvement (CSI) and schools with the largest achievement gaps with Targeted Support and Improvement (TSI).

NCLB Waiver Classifications	ESSA Classifications
Priority Schools	Comprehensive Support and Improvement
Focus Schools	Targeted Support and Improvement

School Improvement Requirements

According to Section 1111 (d) of ESSA:

- Schools receiving a CSI (low performing) or TSI (largest achievement gaps) classification from the state, must work with the LEA and **all necessary stakeholders** to locally develop and implement a support and improvement plan.

- Stakeholders include:
    - Principals
    - Teachers
    - Other school leaders
    - Parents
    - Students (secondary schools)

The following slides outline the requirements of each type of plan according to ESSA.

ESSA School Improvement Plan Requirements

Comprehensive Support and Improvement Plan

Targeted Support and Improvement Plan

According to Section 1111(d)(1)(B), the Comprehensive Support and Improvement Plan:

i.   Is informed by all indicators (c)(4)(B) and State-determine long-term goals
ii. Evidence-based interventions
iii. Based on school level needs
iv. Identifies resource inequities (includes a review LEA and school-level budget to address the implementation of the plan
v.   Approved by the school, LEA and SEA
vi. Upon approval and implementation, monitored and periodically reviewed by SEA

The Targeted Support and Improvement Plan:

According to Section 1111(d)(2)(B), the Targeted Support and Improvement Plan:

i.   Is informed by all indicators (c)(4)(B) and State-determine long-term goals

ii.   Evidence-based interventions

iii.   Approved by LEA prior to implementation

iv.   Upon submission and implementation, monitored by LEA

v.   Additional action following unsuccessful implementation of such plan after a number of years determined by the LEA

Note: A plan must be created with the input of stakeholders for **each** subgroup of students that was the subject of notification.

OSSE's School Planning Guide

- OSSE's first-ever guide to support school teams in their improvement planning efforts, from the pre-planning stage to monitoring the implementation of the plan.
- Applicable to all schools, including schools classified as Priority or Focus schools.
- Includes tools and templates to make the process of school planning and monitoring more efficient and effective.

District of Columbia
Office of the State Superintendent of Education

School Planning Guide

What are we trying to do?
How are we planning to do it?
At any given moment, how will we know whether we are on track?
If we are not on track, what are we going to do about it?

Hanseul Kang
State Superintendent
Office of the State Superintendent of Education
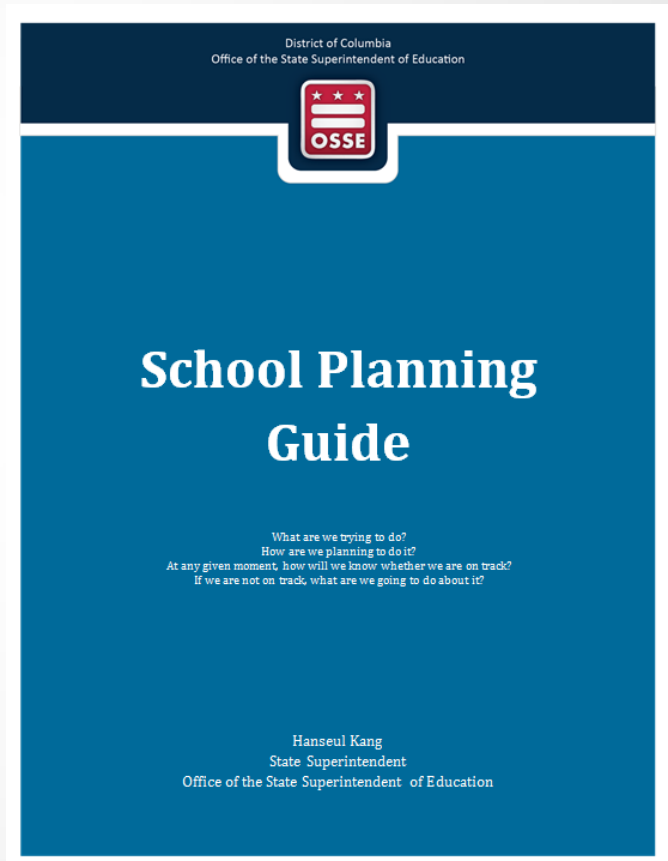
Resources to Support Your Work

- *School Improvement Planning 101* Video Modules: Brief video modules aligned to the *School Planning Guide* that walk school teams through the elements of school planning and progress monitoring. The videos can be used to help teams develop new plans or strengthen existing ones.

SIP- Planning Guide and Videos

The following slides give an overview of each phase of School Improvement Planning process along with links for videos.

- School planning overview
- Pre-planning
- Setting goals
- Identifying and prioritizing strategies
- Planning strategies
- Monitoring progress

School Planning Overview

This module introduces each section of OSSE's School Planning Guide and states the overall goals of utilizing this planning structure.

The School Planning Guide includes 5 phases that include guiding questions, tools, and exercises to complete plans according to school needs.

Read page 1 in the Planning Guide and watch the school planning overview [here](#).

This module guides you through the process of determining:

- Members of the planning team
- The timeline of the school improvement plan
- The stakeholders to involved during different sections of the planning and implementation phases to determine which stakeholder. will get involved how and when.

For a detailed overview, read pages 3-4 in the planning guide and watch the pre-planning [video](#).

This module guides the team through the process of determining 2-3 SMART goals by answering the question:

What are we trying to do and achieve?

During this phase of planning, the team will:

- Conduct school-level needs assessment (*ESSA requirement)*
- Determine focus area and goals based on the needs assessment (*ESSA requirement)*
- Identify resource inequities, which may include a review of budgeting at the LEA and school-level (*ESSA requirement)*

For guidance on setting goals, read pages 5-9 in the planning guide and watch the <u>video</u>.

This module guides the team through the process of analyzing current strategies and choosing new strategies to implement by answering the question:

How are we planning to do it?

During this phase of planning the team will:

- Analyze current strategies for effectiveness
- Select additional evidence-based strategies to implement

For guidance on identifying and prioritizing strategies, read pages 10-12 in the planning guide and watch the Phase 3 video.

Phase 4 – Planning your Strategies

This module guides the team through the process of creating detailed profiles of the chosen strategies by continuing to answer the question:

How are we planning to do it?

During this phase of planning the team will:

- Draft thorough, detailed strategy profiles that include key milestone and accountability metrics
- Engage in a peer review process and incorporate feedback

For guidance on planning your strategy, read page 13 in the planning guide and watch the Phase 4 [video](#).

Phase 5 - Monitoring Progress

This module guides the team through the process of determining systems for monitoring progress by answering the questions:

At any given moment, how will we know whether we are on track? and If we are not on track, what are we going to do about it?

During this phase of planning the team will:

- Develop routines to assess progress towards your goals
- Finalize your plan and drive implementation through reflection and any necessary troubleshooting

For guidance on developing routines to monitor progress, read pages 14-20 in the planning guide and let's watch the Phase 5 video.

Next Steps

After completing your School Improvement Plan:

Engage stakeholders in a review process to collect feedback

Make necessary adjustments to the plan according to the feedback

Implement strategies according to the plan and monitor for progress toward goals

For additional resources, please see the [School Improvement](#) page on OSSE's website.

Resources to Support Your Work

OSSE's School Improvement webpage has new resources to guide your school improvement planning.

- School Improvement Rubric– The tool OSSE uses to review and provide feedback to DCPS and PCSB on Priority and Focus school improvement plans.

- Provides guiding questions and examples of strong and weak implementation across the most critical aspects of school planning and implementation.
- Can be a helpful tool for teams to evaluate their current plan or develop a new plan.

Sources

The information for this presentation has been compiled from the following resources:

- The Department of Education: [Elementary and Secondary Education Act (1965)](#)

- The Department of Education: [Every Student Succeeds Act (2015)](#)

- The [DC State ESSA Plan (2017)](#)

Q&A

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