Division of Elementary and Secondary Education

Compliance to Student Focused

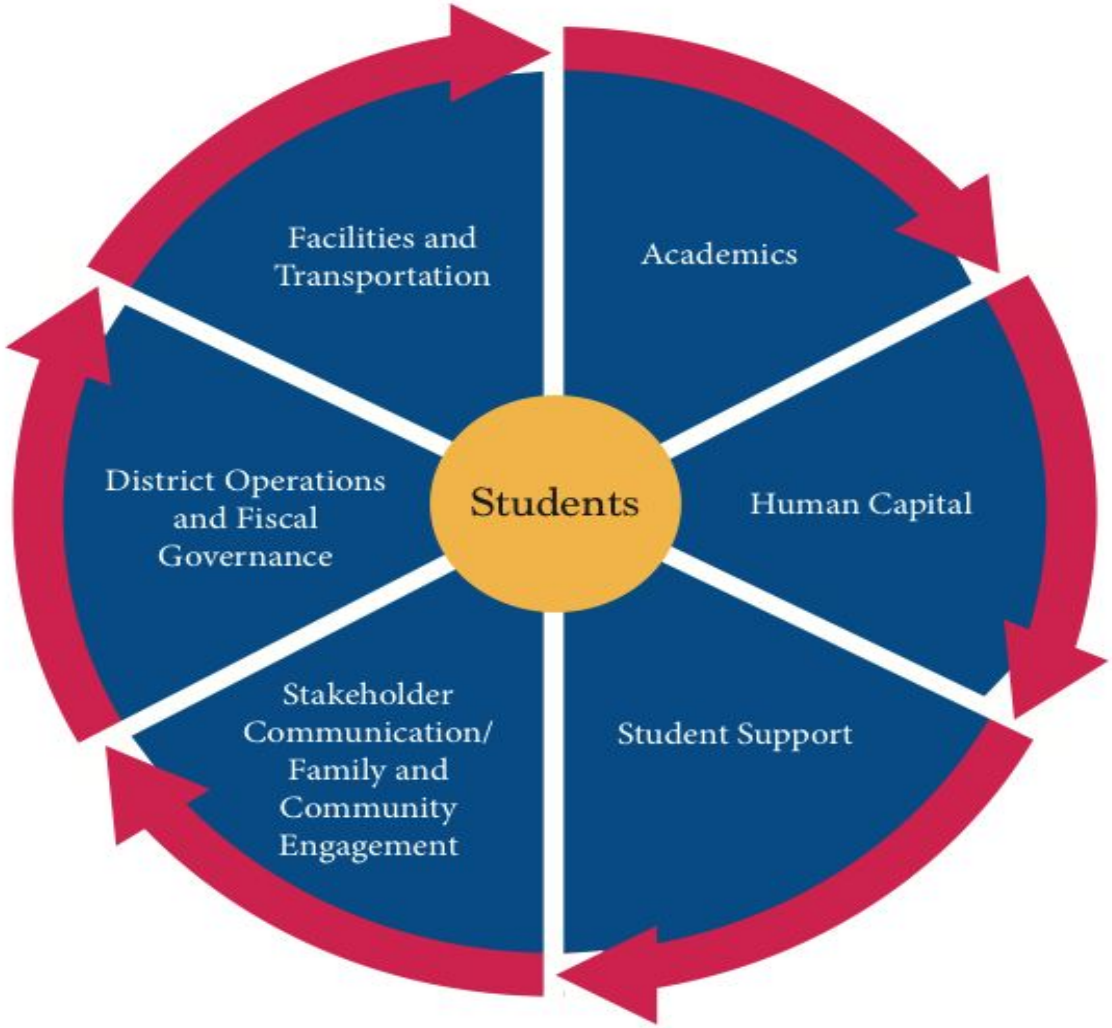
Arkansas Department of Education

Vision

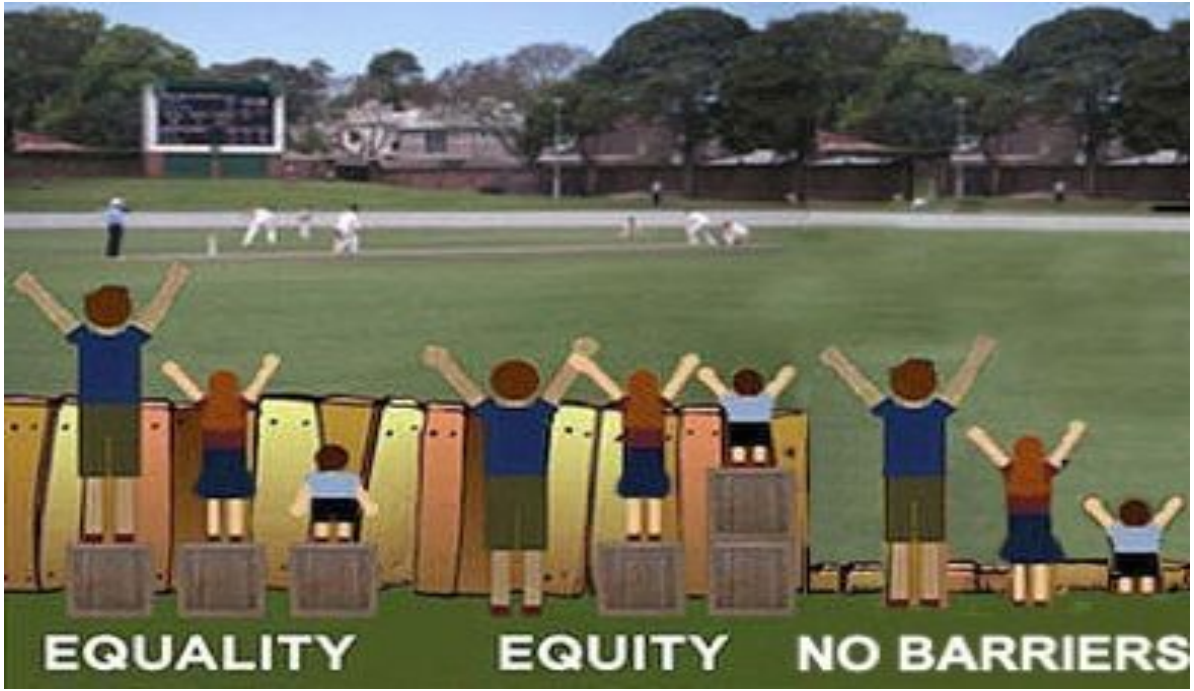
The Arkansas Department of Education is transforming Arkansas to lead the nation in **student-focused education.**

Mission

The Arkansas Department of Education provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.


Facilities and Transportation
Academics
District Operations and Fiscal Governance
Students
Human Capital
Stakeholder Communication/ Family and Community Engagement
Student Support

Educational Equity=No Barriers to Success

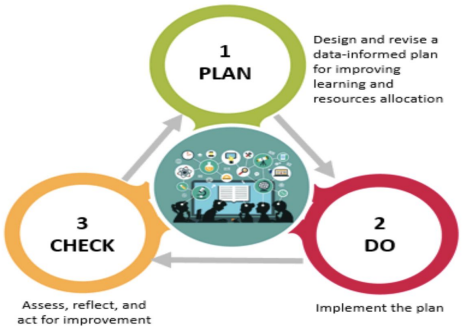


Every student has access to the resources and educational rigor they need at the right moment in their education, despite race, gender, ethnicity, language, disability, family background, or family income.

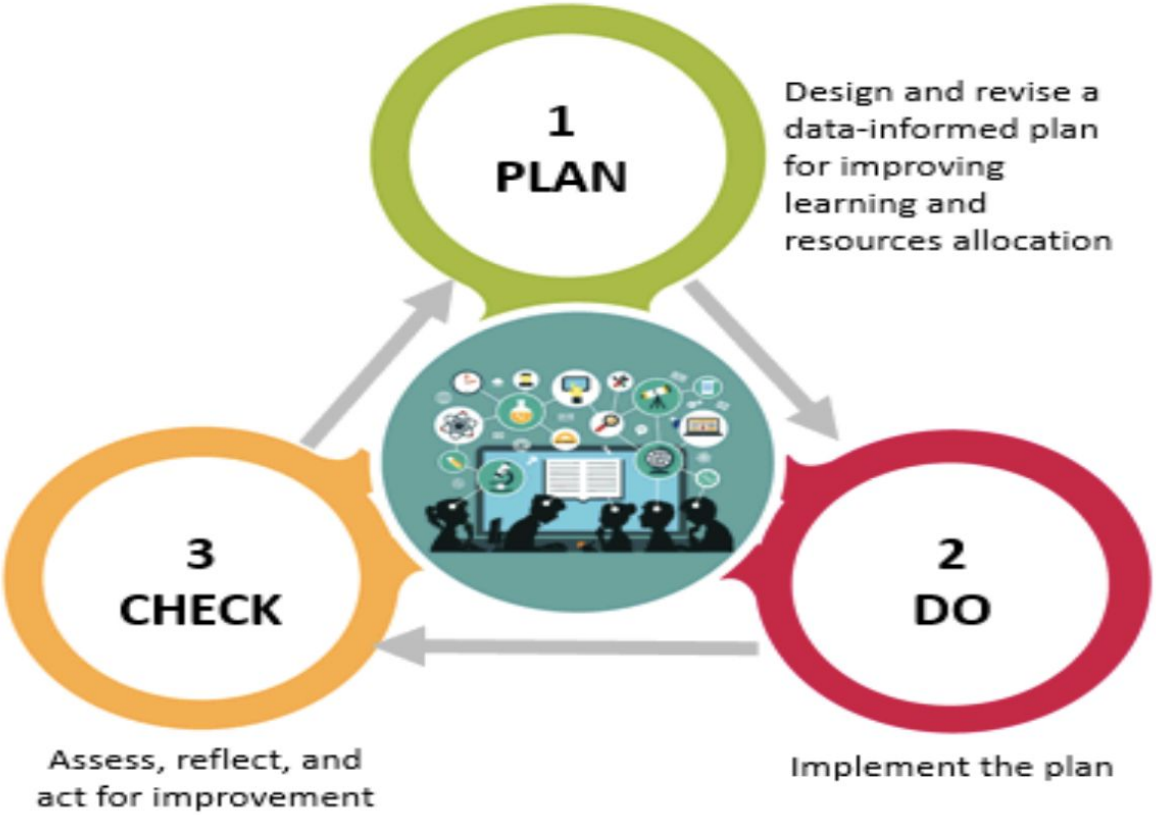
Needs Assessment: It's a Process!

- Gather data
- Determine focus - Dig deeper
- Prioritize

AR Education Support and Accountability Act (AESAA) Required in Legislation



- Annually, a school shall engage stakeholders to develop or revise the school improvement plan
- Must be submitted to the district by May 1 for district and board approval
- Plan should follow a <u>continuous</u> cycle of inquiry


1
PLAN
Design and revise a data-informed plan for improving learning and resources allocation
2
DO
Implement the plan
3
CHECK
Assess, reflect, and act for improvement

PLAN: Design and revise a data-informed plan for improving learning and resource allocation

- Establish goals or anticipated outcomes based on analysis of students' needs (8.03.1.1)
- Identify evidence-based interventions and practices to be implemented (8.03.1.2)
- Describe the professional learning necessary for adults to deliver the interventions and practices (8.03.1.3)
- Include a literacy plan - curriculum program and professional development plan (Act 83 - NEW)

DO: Implement the Plan

- Describe the implementation timeline for monitoring of the interventions and practices for effectiveness (8.03.1.4)

CHECK: Assess, reflect, and act for improvement

- Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness (8.03.1.5)
- School-level improvement plans shall be analyzed, evaluated, and revised at least annually by the public school including stakeholder engagement and feedback. (8.03.4.1 Documentation of the annual review shall be included as part of the school-level improvement plan for the following school year.)

Looking Deeper into the Data

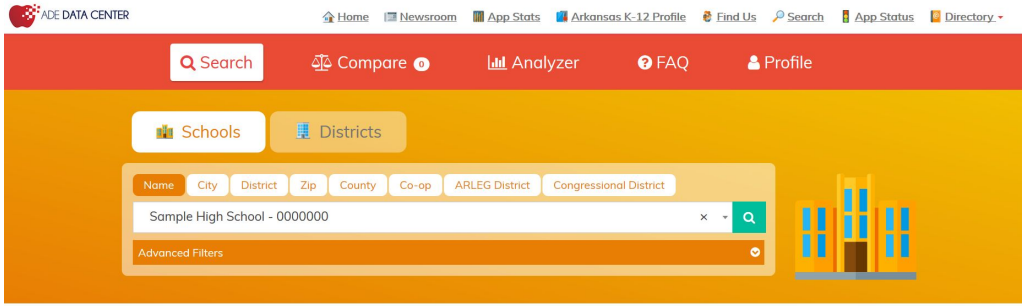
- What percentage of students are below ready in the overall ELA scores?
- What percentage of students are below ready in the overall math scores?
- How do each of your subgroups' achievement scores compare to the all students group?
- Are there trends of low achievement by any group?

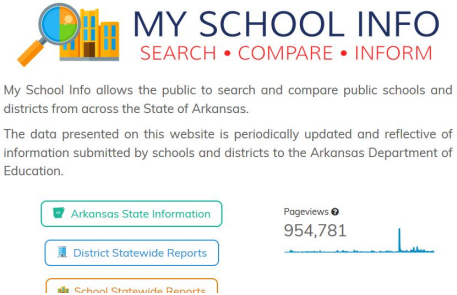
Looking Deeper into the Data

- Is the growth score for your all students group and each subgroup above 80? (Any score below 80 indicates that, as a whole, that group did not meet expected growth in that content area.)
- Is there a significant gap between your all students group and any subgroup?

Please go to:

https://myschoolinfo.arkansas.gov





ARKANSAS DEPARTMENT OF EDUCATION

Looking Deeper into the Data

Graduation Rate:

- How many of your students are not graduating in 4 or 5 years?
- Is there a significant gap between your all students group and any subgroup?
- What are you doing to keep students in school so they earn a diploma? Are you providing options for those who need a non-traditional route to graduation?

Looking Deeper into the Data

ESSA School Quality and Student Success:

- Does the score for student engagement indicate that there is a significant issue with chronic absenteeism?
- Are students reading on grade level?
- Are students performing well in science based on the ACT Aspire assessment?
- Is there a correlation between the reading and science achievement scores?

Analyze Students' Needs

- What do the data show?
- What is the greatest focus area identified through the data? Is the identified need for your all students group, a specific subgroup, or both?
- Do other data from your school indicate this same need?

Review Current Practices

- Are instructional practices evidence-based? (i.e. science of reading)
- Is instruction based on grade level standards?
- Is core instruction consistent in every classroom?
- Have all teachers had training to support full implementation of the curriculum and instructional practices?
- Does the schedule allow adequate time for instruction?
- Are all essential components being taught?
- Are common formative assessments in place? How are the data used?

Review Current Practices (cont)

- Are there any students pulled out of this instructional block? Who? When? Why?
- Are SWD included in core classroom instruction?
- What support is provided for students who are struggling?
  - What interventions are provided? By whom? Are these interventions targeted to the problem?
  - What data do you use to determine the appropriate interventions?
  - How is student progress monitored?

Review of Current Practices (cont)

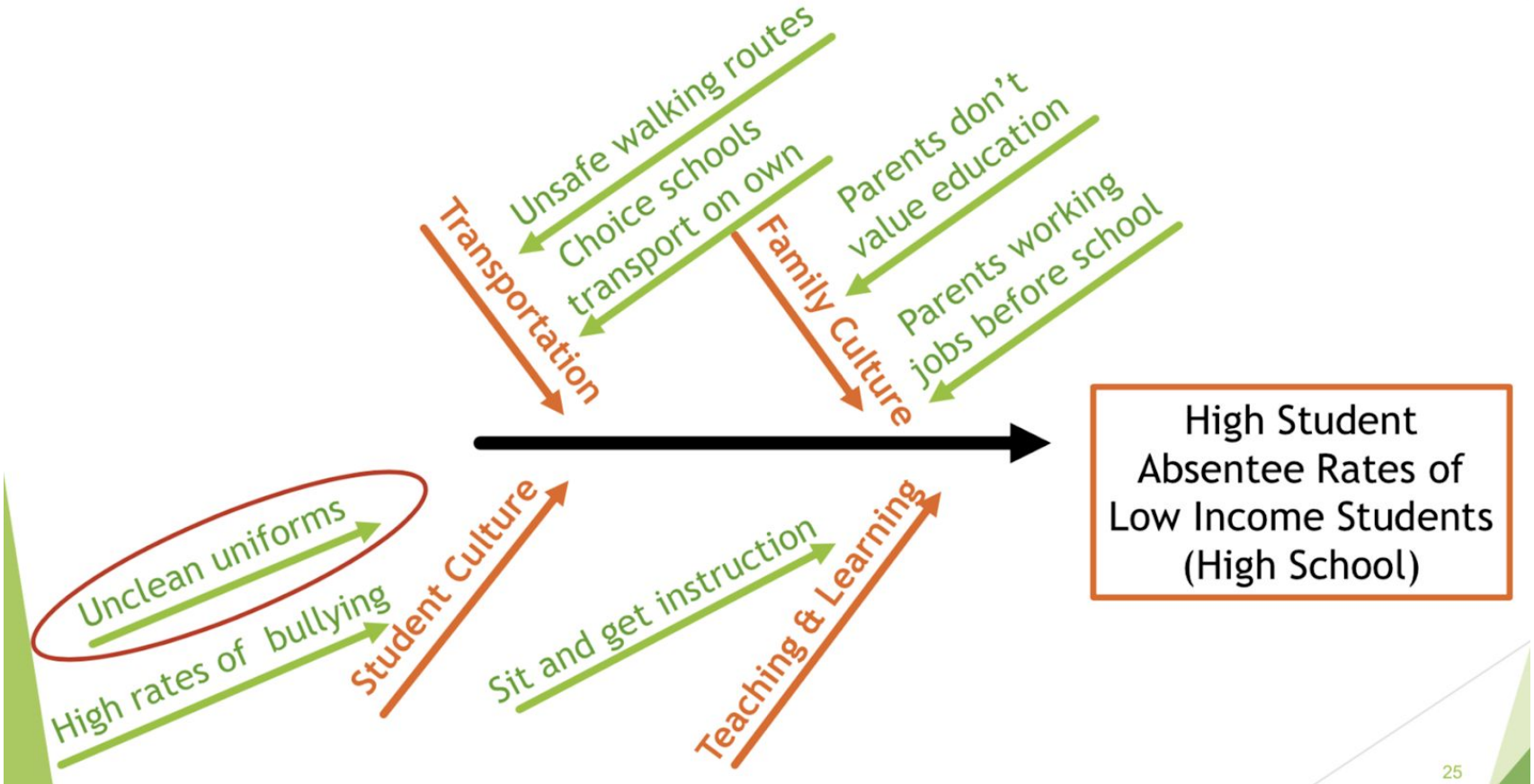
- What other data are available?
- Are there any policies or practices that prevent students from being present for instruction? (Discipline, suspension, etc.)
- What supports are available to increase opportunities of success for teachers? What supports are needed?
- Have teachers received the training that results in implementation?
- Have SPED teachers received the same training as core content teachers?

Determining the Root Cause of the Problem

Possible methods to determine root cause:

- Fishbone
- 5 Whys
- Issue/Solutions

A fishbone fleshed out



The 5 whys in practice

Our ELL students have large achievement gaps.

- Why? Because they aren't learning as much as they should.
  - Why? Because the teachers aren't able to provide appropriate instruction.
    - Why? Because the teachers are not adequately prepared to teach ELL students.
      - Why? Because the most effective teachers for ESL students aren't teaching ESL classes.
        - Why? Because the strongest teachers have seniority and we can't move them due to the labor contracts.

SAMPLE:This document is a guide for collaborative work that should happen at each building. The answers will guide the conversation about the actions that need to occur--the next steps.

Issue to Address: Ineffective instruction in many classrooms		
Data to Support Claim: ● Test data ● Student grades ● Informal Observations ● Parent concerns/conversations	Possible Reasons This Issue Exists: ● So many novice teachers ● Lack of proper training ● 1240 waivers ● New curriculum ● Lack of supervision ● Lack of knowledge of best practices	
Examine Each Possible Reason	Identify Questions to Address to Find a Solution	Answers to Questions
Novice/1240	● Who can provide PD? ● Are teachers participating in the Mentor program? Are they reaching out to their mentors? ● Have these teachers observed effective practices either through videos or visiting other classrooms? ● Does the school use Bloomboard resources to teach best practices? ● Do the teachers understand the Framework for Teaching model that is a part of TESS?	

New Curriculum	• Have teachers had time to learn the curriculum so they can effectively teach it? • Are teachers given time for collaborative meetings? • Have teachers had PD to help with selection of teaching strategies that match the standard being taught?	
Training	• What training have teachers had to learn more about best practices? • Are schools facilitating collaborative meetings that focus on effective instruction that leads to student learning? • Is Bloomboard being used as a resource? • Is the Coop being invited on campus to support teachers? • Are the early-out meetings being planned and expectations clearly communicated?	
Action/Next Steps		

Needs Assessment Process

Data Collection:

Multiple Measures of Student Performance (summative, interim, formative)

Demographic

Process and Programs

Perceptual

Data Analysis:

Analyze data to determine root cause

Identify Priorities:

Yr. 1
Yr. 2
Yr. 3
Long-term

Theory of Action:

If, and, then

Goals:

Strategic
Measurable
Attainable
Relevant
Time-bound

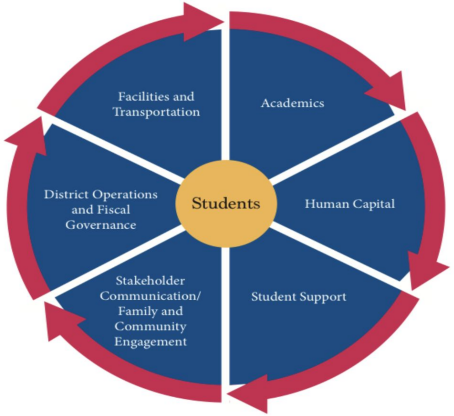
Needs Assessment - Completed

Steps we have taken:

- Reviewed data
- Identified issues
- Prioritized the area(s) that will be your focus
- Identified possible solutions for the issue(s)

Identify Possible Solutions

- What practices need to change? Prioritize.
- What are possible research-based solutions that are targeted to our need and have proven to be effective?
- How would each of these solutions affect the systems within our school/district?



Identify Possible Solutions (cont.)

- Which solution is best in meeting the needs of the students?
- What support is available to us as we implement and build capacity within our building?
- What support will the district provide?

Review of your Current School Improvement Plan Components

- Are there established goals or anticipated outcomes based on analysis of students' needs?
- Does the plan identify evidence-based interventions and practices to be implemented?
- Does the plan describe the professional learning necessary for adults to deliver the interventions and practices?
- Is the plan concise, clear, and focused enough for everyone to understand?

Monitoring the Plan

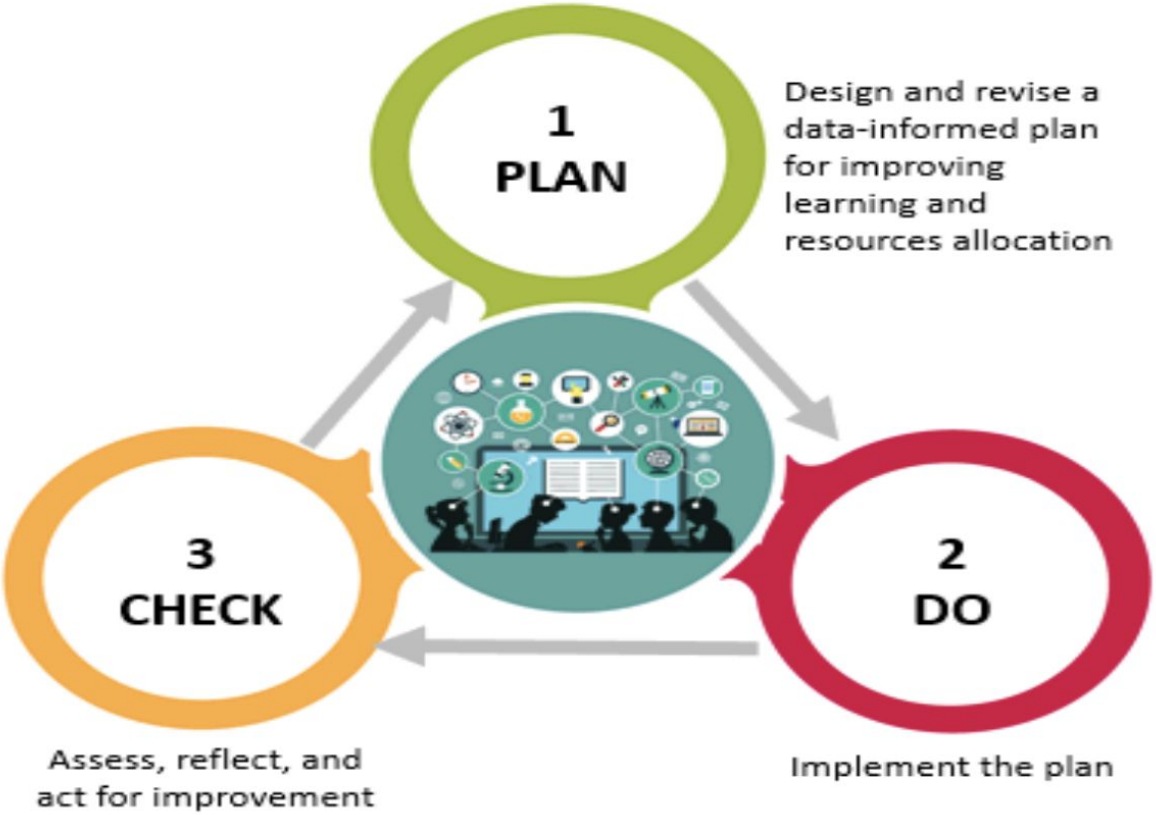
- Does the plan clearly state the timeline for implementation?
- Does the plan clearly state who is in charge of the work?
- Does the plan clearly state how progress will be monitored to determine the effectiveness?

Checking the Effectiveness of the Plan

- What are the expected targets?
- What data will be gathered?
- What is the timeline for gathering data?

Reminders

- Who is this plan for?
  - Your plan is a declaration to your community of how you will improve your school by changing adult behaviors
- Plan must be posted under State Required Information on the district website
- Plan may be revised throughout the school year
- Plan should follow a continuous cycle of inquiry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District Requirements in AESAA

District support plan is required if the district is receiving support levels 2-5

AR Education Support and Accountability Act (AESAA) Required in Legislation

- District must continuously monitor school-level improvement plans for implementation fidelity and progress throughout the school year
- Documentation of the monitoring shall be made available to the public school district board of directors

PLAN: **Design and revise a data-informed plan for improving learning and resource allocation**

- Specify the support the district will provide to public schools
- Collaboratively establish priorities regarding goals or anticipated outcomes with the school(s), including feeder schools as applicable
  - District literacy plan to include goals for improving reading achievement and prioritization of funds
- Identify resources to support the established priorities

DO: Implement the Plan

- Describe the time and pace of providing support and monitoring for the established priorities
  - 3.03.3 The public school **<u>and</u>** public school district shall continuously monitor school-level improvement plans for implementation fidelity and progress throughout the year of implementation.
  - 3.03.3.1 Documentation of the monitoring shall be made available to the public school district board of directors.

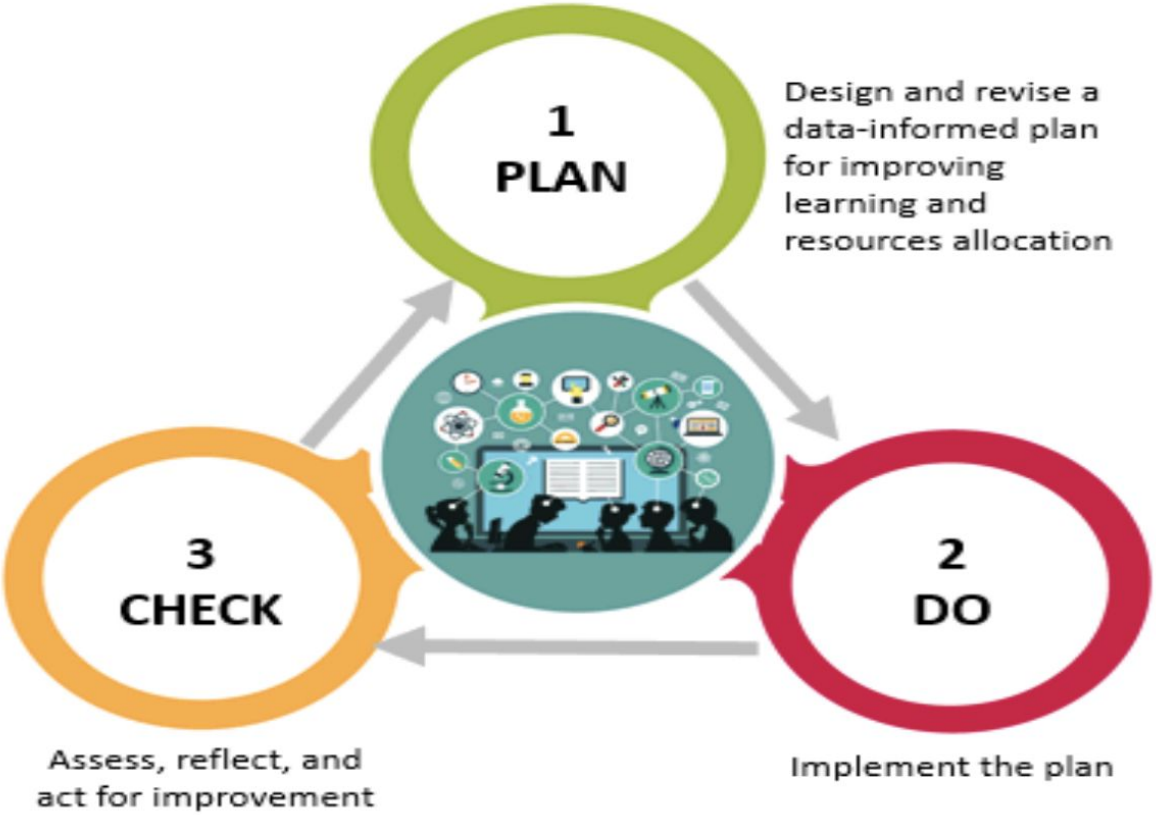
CHECK: Assess, reflect, and act for improvement

- Describe the measures for analyzing and evaluating that the plan and support was effective in improving the school's performance
  - 8.03.4 School-level improvement plans shall be analyzed, evaluated, and revised at least annually by the public school including stakeholder engagement and feedback.
  - 8.03.4.1 Documentation of the annual review shall be included as part of the school-level improvement plan for the following school year.

Review of School Improvement Plan by Building

- Are you confident that each school improvement plan in your district is based on the needs identified in a thorough needs assessment? (Focus should include content and/or subgroup in need of greatest support)

- Look within each plan to identify the essential components and list those in the box provided.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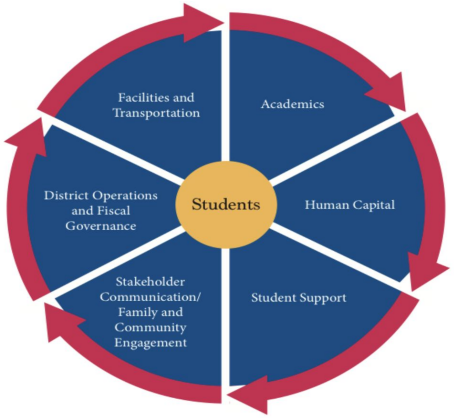
Review of School Improvement Plan		
Plan	Focus of school improvement plan (based on needs assessment)	
	Goal(s) of school improvement plan	
	What evidence-based practices will be implemented?	
	What professional learning is required for staff?	
	Include a literacy plan - curriculum program and professional development plan	
Do	What is the timeline for implementation and monitoring of the plan?	
Check	How will this plan be evaluated for effectiveness? What measure will be used? What is the timeline for evaluation?	

Collaborative Work with Building Leaders

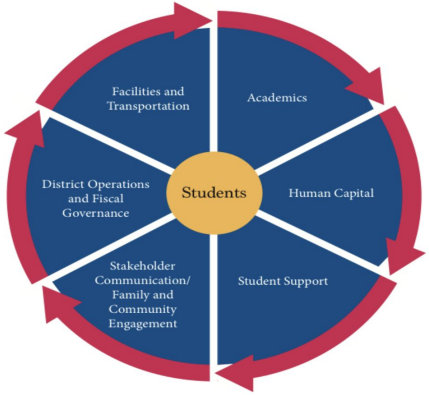
- Review each school plan with the building leader
- Identify the impact implementation of the plan will have on the six systems within the **building**



System	Building Level Needs	District Level Support Requested
Academics		
Human Capital		
Student Support		
Stakeholder Communication and Family/Community Engagement		
District Operations and Fiscal Governance		
Facilities and Transportation		

District Support

- What district support will be needed for each building?
- How will the needed support affect the 6 systems of the **district**?



District Support for ALL Schools

District responsibility: Allocation of resources to ALL buildings

- Prioritize the needs of the buildings (literacy)
- What fund(s) can be used to pay for needs? (Prioritize funds based on literacy needs of district.)
- Can the district financially support all plans at this time or is a multi-year plan necessary in order to meet all needs?

System	District Level Support Requested	District Level Support that will be Provided
Academics		
Human Capital		
Student Support		
Stakeholder Communication and Family/Community Engagement		
District Operations and Fiscal Governance		
Facilities and Transportation		

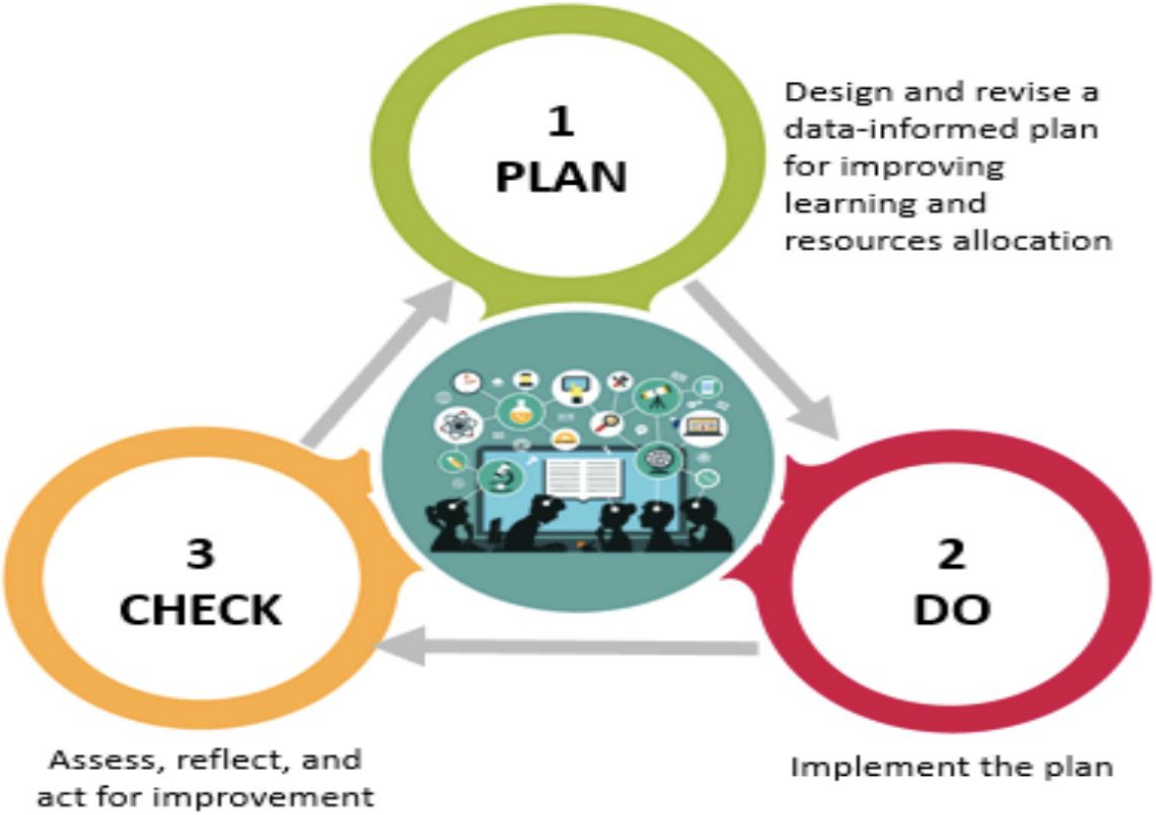
District Support for ALL Schools

District plan of support should:

- Describe the support provided for each school
- Include district literacy plan
  - Goals for improving reading achievement
  - Prioritize funding
- Describe the timeline for monitoring the implementation of the school plans
- Describe the method of evaluating the effectiveness of the school plans
- Be posted on the district website under “State Required Information”

Did we accomplish our goals today?

Do you know what a school improvement plan contains?
Do you know who should be involved to write a school improvement plan?
Do you know what a district plan should include?
Do you know who should be involved to write a district plan?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