

School Improvement Guidelines



All schools should maintain a School Improvement binder including the following tabs:

1. Louisiana Needs Assessment Data Notebook (LANA)
2. School Improvement Plan (SIP)
3. School Improvement Plan Scoring Rubric
4. School Improvement Team Meetings (SIT)
 - a. Sign-in Sheets
 - b. Agendas
 - c. Summarized Next Steps
5. School Support Team Reports (SST)
6. Degree of Implementation Reports (DIG)
7. Region I Technical Support documentation

LANA Data Notebook

All 2008-09 RSD schools should have the electronic data generated by the LA Needs Assessment completed by SST teams in the spring of 2009. This information is available electronically from Evelyn DiMarco at evelyn.dimarco@rsdla.net. This data is used to identify contributing factors for academic performance when completing the Comprehensive Needs Assessment for School Improvement planning.

The Data Notebook includes data from the following instruments:

1. Faculty Needs Assessment
2. Instructional Staff Questionnaires
3. Student Questionnaires
4. Administrative Questionnaires
5. Classroom Observations

All schools except the four new schools will be assessed after spring testing using the Petite LANA process. This will include the collection of data from the five instruments mentioned above. The four new schools to the district will be assessed this year using the full LANA process. In addition to the above listed instruments, data will be collected from the following sources:

1. Administrator Interviews
2. Instructional Staff Interviews
3. Instructional Staff Focus Groups
4. Student Focus Groups
5. Parent Focus Groups
6. Contextual Observations

School Improvement Plan

The entire School Improvement TEAM, including parents and community members should be involved in the development and implementation of your SIP. At the high school level, students should also participate in the development and implementation process.

The SIP Rubric and the NCLB/SIP Crosswalk should be used when developing or revising the SIP. The plan should reflect all components of the rubric which may be found on the School Improvement page of the RSD website. The SIP should also include all components of the SIP Crosswalk. If these two documents are followed with fidelity, your SIP will receive an “Acceptable” rating by the state.

Implementation of district initiatives should be included in your SIP:

- Read 180
- Direct Instruction
- Voyager
- Achieve 3000
- Johns Hopkins Reading/Algebra
- Everyday Counts
- First in Math
- Fast Math
- Algebra Project
- Carnegie Learning
- Diplomas Now
- EPIC
- Grade Results
- PD 360

School Improvement Team members, as well as all staff, should have a copy of the Action Plan component of the SIP. In addition, the Action Plan should be shared with parents at Parent Involvement meetings. Parents should be aware of how the school is addressing the needs of students and how they are utilizing federal dollars to do so.

The SIP should be revised to reflect any addition, deletion or changes in activities or expenditure of federal funds. The SIP should be kept current at all times, noting any changes in programs, budgets, staff persons responsible or SIT members. Each time the plan is revised, it should be submitted electronically to the School Improvement Coordinator and the NCLB Coordinator. (Evelyn DiMarco and Janice Watson)

NCLB/School Improvement Plan Crosswalk

The School Improvement Team should meet to thoroughly review each component of the NCLB/SIP Crosswalk to identify how it correlates to the SIP. The correlating page numbers from the SIP should be indicated in the last column of the Crosswalk. The Crosswalk is an excellent reference to ensure that the SIP includes all NCLB components. The Crosswalk should be reviewed each year when making revisions to the SIP.

For Component #5 of the Crosswalk regarding strategies to attract high-quality teachers, type “see attachment” in the right column of the Crosswalk. The attachment is the District Recruitment Plan.

Component #7 of the Crosswalk addresses transition of preschool children from early childhood to elementary programs. Since the SIP objectives focus on high stakes testing grade levels, schools with pre-kindergarten classes may not have included activities to address this component. If the SIP does not include these transitional activities, please revise your plan to address Component #7.

School Improvement Plan Scoring Rubric

The SIP Rubric should be used when writing or revising the plan. Attention should be given to each component in the rubric. If students are given a rubric to follow when completing an assignment, teachers expect them to follow the rubric to earn a passing grade. By the same token, the SIT should follow the SIP rubric when writing or revising the plan to ensure that the SIP is rated “Acceptable” when reviewed by the Louisiana State Department of Education. The SIP for schools with a label of AUS must be submitted to the state for review.

School Improvement Team Meetings

School Improvement Team meetings should be held on a regular basis (monthly or at least quarterly). Meetings should be held at a time to accommodate parental attendance. At the high school level, student members should also attend SIT meetings and have a voice in the decision-making process.

SIT meetings are held to discuss progress on implementing the activities in the SIP. Data from your administrative walkthroughs, classroom observations, cluster meetings, SST and DIG reports, etc. should be used to determine progress and to make decisions about on-going teaching and learning.

All SIT meeting agendas, sign-in sheets and Summarized Next Step should be kept on file in the SIP Binder.

A schedule of SIT meetings for the school year should be submitted to the School Improvement Coordinator, Evelyn DiMarco at evelyn.dimarco@rsdla.net.

School Support Teams

The purpose of the SST is to support instruction by –

- Supporting teacher effectiveness
- Ensuring development and implementation of the SIP

The process of the SST is to provide technical support through –

- Observing classroom instruction
- Observing the overall school culture
- Sharing data collected
- Collaborating with school leadership
- Planning and implementing needed change

The expected outcomes of the SST include –

- Enhanced teacher quality
- Improved student achievement

Degree of Implementation (DIG) Quarterly Reports

SST members review the SIP Action Plan to identify indicators of implementation of one of the following research-based strategies:

1. Job-embedded professional development
2. Data-driven decision making
3. Response to interventions

SST members complete the DIG Strategy Observation Sheet to indicate the degree to which the identified research-based strategy is being implemented by the school.

Quarterly reports are due from SST members to SST leaders on the following dates:

1. September 10, 2009
2. December 10, 2009
3. February 12, 2010
4. May 28, 2010

Degree of Implementation (DIG) End-of-Year Report

The following data sources are used for the end-of-year evaluation:

- School Administrator(s) Interview
- Classroom Strategy observations
- Classroom Observations
- Summary of Documentation
- Overall School Observations
- Teacher Questionnaire
- Exit Summary form

The process is designed to take one full day with a team of four

A minimum of 15 classes are observed

- 5 observations in ELA
- 5 observations in Math
- 4 observations in Science and Social Studies
- 1 observation in Special Education