



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

District and School Improvement Plan
Schoolwide Plan

Criteria Checklist



District	
School	
Date	

Plan Criteria Checklist

Program Development

A plan must be completed for each building in school improvement, for those Title I schools planning to implement a schoolwide program, and for districts in improvement. The district or school improvement plan and the schoolwide plan must be developed with the input of parents, community, staff, and at least one outside expert. Documentation of planning and implementation activities must be included. The role of the LEA in the planning and support of the plan must be documented. District/school mission and vision statements and philosophy should be incorporated into the plan. Profile information and a description of the local indicators used to evaluate the program are included. The plan must cover a two-year time period, be evaluated annually, and revised as needed. The historical background of the plan should be noted and updated annually.

(1114)(b)(2)(A) & (B), (200.41(a)(2)

Planning

- Planning team roster is included in the plan
- All necessary categories for membership are represented (parents, school staff, district representation, outside experts (must include assigned SST member)
- Planning team, including SST, has played an integral part in the development of the plan
- Meeting attendance rosters (sign in sheets on file)
- Meeting agendas and outcomes are on file
- Log of meeting dates
- Copies of agenda topics, purpose, and outcomes
- Plan covers a two-year period

School Profile

- Include information such as geographic location, district boundaries, demographic data/descriptive information regarding students and community, and staffing patterns in a narrative format.
- Include a table outlining student characteristics, such as:
 - o Ethnic group by percent
 - o % Special education
 - o % Gifted & Talented students
 - o % LEP students
 - o % Poverty -- Free and reduced lunch numbers
 - o % Migrant students
 - o Mobility rates
 - o Discipline statistics – levels of incidence
- Identify the specific area(s) where the school did not make AYP and the score(s) (percent proficient or advanced) for such

LEA Action for Schools in Improvement

- Title I Level 3 – Identify the corrective action taken by the LEA with regards to this school
- Title I Level 4 – Describe the process the LEA will be taking to develop a

restructuring plan. The restructuring plan will be submitted to DOE as an addendum to the school improvement plan no later than June 1st of the restructuring plan year.

- Level 5 – Describe how the LEA implemented the restructuring plan for alternative governance at the beginning of the school year.

Technical Assistance

- SST member was consulted during the development stage of the district and school improvement and the schoolwide plan
- All contact with SST member is documented
- Documentation of contact with SEA staff
- Other means of technical assistance are documented
- Documentation of assistance from consultants
- Responsibilities of the school, district, and state are clearly specified

History of Plan

- Provide information about the development of the original plan
- Indicate why the plan was first developed (improvement or schoolwide)
- Annual updates are provided, noting major revisions in the plan, developments of school improvement, etc.

Comments:

Comprehensive Needs Assessment

An up-to-date, comprehensive needs assessment of the entire school must be completed. The results obtained from the needs assessment must be included, noting both strengths and weaknesses. Conclusions drawn from these results must be described. Documentation of this process and analysis of the results must be kept on file.

1114(b)(1)(A), 200.41 (c)(4)(i)

- Indicate the data analysis processes used (how)
- School team attended Data Retreat and participation documented (who, when)
- Further data analysis at the building and district level are noted (when)
- Results from multiple assessments analyzed (not just Dakota STEP information)
- Standards-based assessment reports analyzed
- Achievement data presented in table format
- Include short narrative explanations below each table to identify both strengths and challenges (results of the CNA)
- Results of the findings of the needs assessment are outlined in the plan, including all student subgroups
- Indicate the reasons for the school's / district's failure to make AYP
- Priority needs that arose from the overall examination of data are summarized in narrative form
- Data presented in plan in concise, relevant manner (additional documentation on file with the District Improvement Coordinator)
- School and district audit processes are described and results included

Comments:

Goals, Objectives, and Strategies

The plan is structured to include measurable academic goals and objectives designed to address identified needs as outlined in the comprehensive needs assessment, using scientifically based research strategies. An evaluation process to measure the effectiveness of these goals must be included.

1114(b)(1)(B), 200.41(c)(2)(3)(4), 1116(b)(3)(A)

Goals and Objectives

- Reading, math, and/or graduation or attendance goals are identified
- Goals are measurable
- Objectives are specified under each goal (including grade levels, subgroups, and content standards as appropriate)
- Objectives are measurable
- Goals and objectives align with needs identified through the comprehensive needs assessment.

Strategies

- Policies and practices have been adopted for core academic subjects to ensure that all student groups will be proficient by the end of the 2013-2014 school year
- Strategies are SBR (scientifically based research)
- Strategies to address the over all goals and specific objectives are outlined
- Strategies included to address identified content standards
- Those responsible for implementing the strategies are identified
- Extended time programs (before or after school, summer school, or extended year) are addressed as either provided or why this strategy is not appropriate for this school
- SES is included as a strategy to raise student achievement

Evaluation of Strategies

- Assessments and other measures to determine the effectiveness of these strategies are Identified
- Formative*: measure to show making progress, timeline for measurement
- Summative*: note assessments used to determine that goal has been reached (must indicate Dakota STEP for appropriate grade levels and content areas)

Comments:

Instruction by Highly Qualified Staff

Instruction must be delivered by highly qualified staff. Paraprofessionals working in a Title I program must meet the NCLB requirements. Schools in improvement must provide for teacher mentoring. Strategies developed to attract highly qualified staff must be included in a schoolwide plan.

1114(b)(1)(C),(E)

- # or % core content subject teachers highly qualified
- If less than 100%, school and district plan for strategies for assuring that all core content teachers are highly qualified
- Title I paraprofessionals providing instructional service are qualified and working under the direct supervision of a highly qualified teacher
- Schoolwide plan includes strategies to attract highly qualified teachers

DISTRICT IMPROVEMENT PLAN (Requirements of Title II, Part A) (Section 2141 of ESEA) (for districts that haven't met the 100% HQT objective for **2 consecutive years)**

- List issues that prevented district from achieving 100% HQT for the past 2 consecutive years
- State how the district plans to address these issues to enable the district to meet 100% HQT

ACCOUNTABILITY AGREEMENT (for districts that haven't met the 100% HQT objective and AYP for **3 consecutive years)**

- Identify the teachers and principals in the district that helped develop the professional development strategies and activities, based on scientifically based research
- List the professional development strategies and activities, based on scientifically based research, that the district will use to the meet 100% HQT
- Send a list of teachers and paraprofessionals in your district for the current school year to DOE, Attn: Lanette Johnston, 700 Governors Drive, Pierre, SD 57501

PLEASE NOTE:

- During the development of the strategies and activities described above, the South Dakota Department of Education together with the district, will provide from the district's Title IIA funds, funding to one or more schools to enable teachers and principal(s) to choose their own professional development activities, provided that those activities are coordinated with other reform efforts at the schools. **(This includes districts that REAP their Title funds)**
- Once the district receives an official determination from the South Dakota Department of Education, the district is prohibited from using Title I funds to fund any new, additional paraprofessionals

Comments:

Professional Development

Professional development opportunities must be provided for staff, relative to the determined needs. Options for training and support need to be available for parents and community as well. Title I schools and districts in levels 1 and 2 improvement must set aside 10% of their Title I Part A allocation for professional development. The school improvement plan must incorporate teacher mentoring activities or programs.

1114(b)(1)(D), 1115(b)(3)A)(iii)(III), 200.41, 200.28(b)(4)

- School staff are provided opportunities for professional development
- Parents are provided opportunities for training as appropriate
- Professional development activities support identified goals and will enable teachers to implement the strategies and obtain or improve these skills
- Both short and long term professional development plans are outlined
- If a Title I school or district in levels 1 or 2 of improvement, 10% of the school's/district's Title I Part A allocation has been set aside each year to provide high-quality professional development
- Teacher mentoring activities or program is outlined in school improvement plan

Comments:

Parent Involvement and Education

Parents must be involved in the development of the plan and ongoing evaluation of the program. The plan must indicate the strategies it will use to increase parental involvement. The Parent Involvement Policy and School/Parent compact must be included. Family activities and conferences must be planned, as well as opportunities for training. Parents must be provided assistance in interpreting test results. Methods of parent notification must be listed in the school improvement plan.

1114(b)(1)(F), 1116(b)(3)(A)(vi) (viii), 200.43(b)(4)

- A description of how the school will provide a written notice about the school's identification for school improvement to parents of all children enrolled in the school
- Strategies to promote effective parent involvement are stated
- Parent Involvement Policy
- School/Parent Compact
- Parent / Teacher conferences and regular progress reports
- Family activities
- Strategies to help parents understand assessment results
- Title I
 - o Level 1 – Describe how parents will be informed about public school choice options
 - o Level 2 – Describe how parents of eligible students will be notified of supplemental service options
 - o Level 3 – Description of how parents were notified of the corrective action taken by the district
 - o Level 4 – Describe how parents were given an opportunity to participate in the development of the restructuring plan
 - o Level 5 – Describe how parents were given the opportunity to provide comments prior to implementation of the restructuring plan.

Comments:

Transition

A transition plan must be in place to provide assistance for the transition of preschool students into Kindergarten. This includes coordination with local and community child education and care agencies. May also include other transition plans developed by the school such as special education, building, and post-secondary transition plans.

1114(b)(1)(G)

- Elementary school – written transition plan for all four-year olds into kindergarten, transition plan for elementary to middle school
- Middle School – transition in and out of middle school setting
- High School – transition into high school , transition to post-secondary education or the work force
- Coordination as appropriate

Comments:

Monitoring and Support

A plan must be in place for helping students experiencing difficulty. Teachers must be included in decisions on the use of assessments to determine individual student progress. These results must be shared with parents. Effective and timely assistance must be given to students.

1114(b)(1)(H)(I)

- Describe activities to ensure that students having difficulty receive timely and effective help
- Assurance that student needs are identified on a timely basis
- Assessments used to determine progress for individual students are identified
- Process to share individual student results with parents is outlined

Comments:

Fiscal Requirement

All resources available to the district or school must be considered in structuring the plan. Time, personnel, and funding resources must be documented. Coordination and integration of programs should be described. Funds used to support the plan must be listed and their use described.

1114(b)(1)(J)

- Federal, state, or local funds used to support the plan are listed and described
- 10% of a Title I school's Title I Part A allocation is reserved to fund high quality professional development, directly addresses the academic problem that caused the identification for school improvement, affords increased participation in professional development, and incorporates teacher mentoring activities or programs
- Specifics of how the 10% set-aside funds will be used to remove the school from school improvement
- Describe how the LEA will make available an amount equal to 20 percent of its Title I Part A allocation to provide public school choice related transportation and supplemental services.
- District's response to needs included
- Site-based Management implemented, continued, or revoked by the district
- Resources (funding, time, personnel, and materials) were allocated / reallocated to enable the school or district to meet goals and objectives

Comments:

Ongoing Program Development

The school improvement / schoolwide plan is considered a plan in progress with periodic evaluation needed to assess progress towards meeting goals. The improvement plan must be developed within three months of identification for school improvement or within a one-year time period for schoolwide programs. The (SI) plan must be peer reviewed through a process designed by the LEA. The LEA must approve the SI plan within 45 days after receiving the plan. The school must implement the SI plan immediately upon approval by the district. At a minimum, the SI /SW plan must be evaluated annually and revised as needed.

200.41

- Time frame for annual evaluation of the implementation of the plan, results achieved, and effectiveness of the plan determined
- Log of periodic review and revisions kept on file with plan
- The SI plan covers a 2-year period
- Description and date of peer review for SI plan
- Date and documentation of LEA approval of the plan
- Methods the LEA will use to monitor implementation of the plan
- Plan is disseminated and available to the public
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Comments: