

APPENDIX A

Legal References:

State Law for School Improvement Plans	p. A1
AYP Designations	p. A5
School Support Teams	p. A7

State Law for School Improvement Plans

All public schools in Nevada must develop or revise a school improvement plan in the fall of each year. An elementary or secondary that fails to make **adequate yearly progress (AYP)** for two consecutive years will be designated by its school district as a school in need of improvement. Each school identified for school improvement must, within three months after being identified, develop or revise a school plan in consultation with school staff, the school district serving the school, and outside experts. For Title I schools in improvement, this activity is in accordance with **No Child Left Behind (NCLB)**. For non-Title I schools in improvement, this requirement is established by state legislation (**NRS 385**). Besides fulfilling the legislative requirements, the goal of school improvement (through a school improvement plan) is to increase student achievement at the school.

School Improvement Plans

In order to comply with NCLB and NRS 385, all schools must submit a school improvement plan or revised plan to their district by November 1 of each year.

- Non-Title I schools and Title I schools not in improvement or non-Title I schools and Title I schools that did not make AYP for one year may choose, with the approval of the district, which school improvement plan **template** they will use to submit their school improvement plan. However, the SAGE school improvement plan is highly recommended for all schools as it reflects the points of law under both NCLB and NRS 385. More importantly, though, this plan reflects the thoughtful process in which schools should engage during the school improvement planning process.
- Non-Title I schools that fall into improvement may also choose their school improvement plan template, with approval from the district, adding the minor additions that are required for a non-Title I school in improvement. However, a non-Title I school may also choose to follow the SAGE process and use the accompanying SAGE school improvement plan, with the approval of the school district.
- Title I schools in improvement must use the SAGE process and the accompanying school improvement plan template. Title I improvement plans must be peer-reviewed by the school district according to the criteria established by the Nevada State Board of Education.

School improvement plans for all schools must adhere to the following components:

1. Include a review of the school's accountability report and other data;
2. Include an identification of problems and/or factors causing the school to be in improvement;
3. Use scientifically-based research strategies to strengthen the core academics;
4. Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet State standards;

5. Establish specific annual, measurable objectives for continuous and substantial progress by each group of students to make adequate yearly progress to meet the State standards;
6. Include strategies to promote effective parental involvement in the school;
7. Incorporate, as appropriate, activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year;
8. Determine strategies to improve achievement;
9. Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency and the local educational agency's responsibilities;
10. Establish a timeline;
11. Develop measurable criteria for evaluating effectiveness of each provision in the plan (including increasing achievement, attendance or decreasing dropouts);
12. Describe resources available to the school for carrying out the plan;
13. Provide a summary of effectiveness of Legislative appropriations to improve achievement and of programs approved by the Legislature.
14. A budget of the overall cost for carrying out the plan.

According to NRS 385, Non-Title I schools that fail AYP for two consecutive years must also comply with NCLB 6316(b)(3). Therefore, **Non-Title I schools that are designated in improvement** must complete two additional requirements, numbers 15 and 17 listed below, and include them in their school improvement plan.

For Title I schools in improvement, plans must cover a two-year period and the four additional components below must be addressed:

15. Assure the school will spend at least 10 percent of the school improvement funds to provide high-quality professional development to the school's teachers and principal that
 - Directly addresses the academic achievement problem that caused the school to be identified for school improvement,
 - Meets the requirements for professional development activities, and
 - Is provided in a manner that helps teachers participate in the professional development;
16. Describe how the school will provide written notice about the identification to parents in a format and, to the extent practicable, in a language that the parents can understand;
17. Specify how the Title I funds will be used to remove the school from school improvement; and
18. Incorporate a teacher-mentoring program.
19. Describe the school's strategies to attract high-quality highly qualified teachers to your school.

20. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.
21. Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

What happens once the school improvement plan is developed, written, and approved?

Schools identified for school improvement must implement the school plan (or a revised plan) no later than January 1 after approval of the plan. However, schools typically implement their plan as soon as it is approved by their school district.

School improvement plans are action plans created to activate change within schools in order to improve student achievement. Implementing a school improvement plan is a process, requiring continuous monitoring and evaluation by members of the School Improvement Planning (SIP)/Implementation Team as well as other staff members. Writing the school improvement plan is only the beginning and the success of this plan is contingent upon all those who have committed to implement it.

In addition, the school improvement plan itself can be a useful tool in other educational initiatives, such as the Northwest Accreditation (NWA) process or applying for remediation funding.

Notes

AYP Designations & Consequences

<p>Every school is required by NRS 385 to complete/revise a School Improvement Plan yearly, whether or not it is in improvement. This plan is due by law to the district on or before November 1 and to the NDE by December 15.</p> <p>This chart reflects the regulations that take effect when a school fails to make adequate yearly progress.</p>	Watch list	Year 1 & Y1 Hold	Year 2 & Y2 Hold	Year 3 & Y3 Hold	Year 4 & Y4 Hold	Year 5 & Y5 Hold	
	LEA Technical Assistance	Needs Improvement Status	Needs Improvement Status	Needs Improvement Status	Needs Improvement Status	Needs Improvement Status	Needs Improvement Status
		Continue LEA Technical Assistance	Continue LEA Technical Assistance	Continue LEA Technical Assistance	Continue LEA Technical Assistance	Continue LEA Technical Assistance	Continue LEA Technical Assistance
		School Choice Title I only	School Choice Title I only	School Choice Title I only	School Choice Title I only	School Choice Title I only	School Choice Title I only
			Supplemental Services Title I only	Supplemental Services Title I only	Supplemental Services Title I only	Supplemental Services Title I only	Supplemental Services Title I only
				School Support Team	School Support Team	School Support Team	School Support Team
				<p>Corrective Action ~ New curriculum (& PD to support it) ~ Decrease number of managerial duty employees ~ Extend year or day And for Title I – ~ Replace staff ~ Decrease management authority at school ~ Outside expert ~ Restructure internal organization of school</p>	<p>Corrective Action ~ New curriculum (& PD to support it) ~ Decrease number of managerial duty employees ~ Extend year or day And for Title I – ~ Replace staff ~ Decrease management authority at the school ~ Outside expert ~ Restructure internal organization of school</p>	<p>Corrective Action ~ New curriculum (& PD to support it) ~ Decrease number of managerial duty employees ~ Extend year or day And for Title I – ~ Replace staff ~ Decrease management authority at school ~ Outside expert ~ Restructure internal organization of school</p>	
				Plan for Alternative Governance: Charter, replace staff, private management, State control, or other fundamental reform	Carry out Alternative Governance: Charter, replace staff, private management, State control, or other fundamental reform		
	1 st AYP failure	2 nd consecutive AYP failure	3 rd consecutive AYP failure	4 th consecutive AYP failure	5 th consecutive AYP failure	6 th consecutive AYP failure	

AYP = Adequate Yearly Progress

LEA = Local Education Agency (District)

Notes

School Support Team

Under NRS 385, any school that is in its third or fourth year of improvement must have a School Support Team (SST). If a school in its third year of improvement does not make Adequate Yearly Progress (AYP), the SST continues with that school through the fourth year of improvement (planning for restructuring) and the fifth year of improvement (implementation of restructuring). The purpose of the SST is to provide outside expertise and ideas for schools in order to assist them to focus on key factors that will help them to increase student achievement.

Membership

1. The school support team must, by law include:
 - a) Teachers and principals who are considered highly qualified but do not work for the school for which the support team is established;
 - b) At least one representative from Department of Education;
 - c) Except for a charter school, at least one administrator at the district level who is employed by the board of trustees of the school district;
 - d) At least one parent or guardian of a pupil who is enrolled in the public school for which the support team is established;
 - e) In addition to paragraphs “a” to “d”, inclusive, for a charter school
 - i. At least one member of the governing body of the charter school;
 - ii. If the charter school is sponsored by the board of trustees of a school district, at least one employee of the school district, which may include an administrator.
2. The team may also include:
 - a) One or more members of the board of trustees of the school district in which the school is located;
 - b) Representatives of institutions of higher education;
 - c) Representatives of regional educational laboratories;
 - d) Representatives of outside consultant groups;
 - e) Representatives of the regional training program for the professional development of teachers and administrators;
 - f) The Legislative Counsel Bureau; and
 - g) Other persons who the Department determines are appropriate.

SST Responsibilities

1. Review and analyze the operation of the school, including and without limitation, the design and operation of the instructional program of the school;

2. Review and analyze the data pertaining to the school accountability report and review and analyze any data that is more recent than the data upon which the report is based;
3. Review the latest school improvement plan;
4. Identify and investigate the problems and factors at the school that contributed to the designation of “in need of improvement;”
5. Assist the school in developing recommendations for improving the performance of pupils.
6. Make recommendations to the board of trustees of the school district, the State Board, and the Department concerning additional assistance for the school in carrying out the plan for improvement of the school;
7. In addition, the SST may require the school for which the support team was established to submit plans, strategies, tasks and measures that, in the determination of the support team, will assist the school in improving the achievement and proficiency of pupils enrolled in the school
8. Work with the school to revise the most recent plan to improve the achievement of the school’s pupils. The plan must:
 - a. Include the data and findings of the support team that provide support for the revisions;
 - b. Set forth goals and objectives for the school that are:
 1. Designed to improve the achievement of the school’s pupils;
 2. Specific;
 3. Measurable; and
 4. Conducive to reliable evaluation.
 - c. Set forth a timeline to carry out the revisions;
 - d. Set forth priorities for the school in carrying out the revisions; and
 - e. Set forth the duties of each person who is responsible for carrying out the revisions.
9. Work cooperatively with the board of trustees, the employees of the school, and the parents and guardians, whose child(ren) are enrolled in the school, to carry out and monitor the plan for improvement of the school.

Written Reports

November 1st Report

On or before November 1st, the support team shall submit a copy of the written report to the:

1. Board of Trustees of the School District in which the school is located;
2. Superintendent of the school district in which the school is located;

3. Superintendent of Public Instruction for the State of Nevada ;
4. Deputy Superintendent of Instructional, Research, and Evaluative Services;
5. State School Improvement Consultant;
6. The Legislative Counsel Bureau;
7. SST Members;
8. Assistant Director, School Improvement;
9. Director, Special Education, ESES, and School Improvement ; and
10. Made available to each parent or legal guardian upon request.

The report should include:

1. Information about the latest school improvement plan;
 - a) The appropriateness of the plan;
 - b) Whether the school has achieved the goals and objectives set forth in the plan;
2. A newly revised school improvement plan;
3. Summary of each program for remediation;
 - a) The name of the program;
 - b) The date the program was purchased and the date the program was carried out by the school;
 - c) The percentage of personnel at the school who were trained regarding the use of the program;
 - d) The satisfaction of the personnel of the program;
 - e) An evaluation of whether the program has improved the academic achievement of the pupils enrolled in the school who participated in the program;
4. An analysis of the problems and factors at the school which contributed to the designation of in need of improvement, including, without limitation issues relating to:
 - a) The financial resources of the school;
 - b) The administrative and educational personnel of the school;
 - c) The curriculum of the school;
 - d) The facilities available at the school, including the availability and accessibility of educational technology;
 - e) Any other factors that the support team believes contributed to the designation of the school;

5. An analysis of other information concerning the school, including:
 - a) The results of state examinations that are administered, including but not limited to CRT, HSPE, NRT, 5th grade and 8th grade writing exam;
 - b) Records of attendance and truancy;
 - c) Transiency rate of pupils who are enrolled at the school;
 - d) A description of the number of years that each teacher has provided instruction at the school and the turnover rate of teachers and other educational personnel;
 - e) A description of the participation of parents and legal guardians in the educational process and other activities relating to the school;
 - f) A description of each source of money for the remediation of the pupils enrolled at the school; and
 - g) A description of disciplinary problems of the pupils in the school, including, without limitation:
 - i. Records of incidents involving weapons or violence;
 - ii. Records of incidents involving the use or possession of alcoholic beverages or controlled substances;
 - iii. Records of suspension and expulsion;
 - iv. The number of students who are deemed habitual disciplinary problems.

Monthly Report

For Title I schools, the SST must have at least one site visit per month to monitor and ensure that the school is following its improvement plan and provide technical assistance to the school. The monthly report, written by SST, should include:

1. Agendas and minutes from all meetings;
2. Any new data the school/district may have;
3. Action step monitoring (using Monitoring Plan In SIP); and
4. Any other materials required by the SST's Monitoring Plan.

End-of- year Report

The purpose of the End-of-Year report is to evaluate the progress of the school and plan for the next year's school support team duties. The End-of-Year report is written by school support team leader and applies only to schools that receive Title I funding.

The report should include:

1. A summary of November 1st report;
2. Changes in the school and in the achievement of pupils:

- a) An analysis of end-of-year data in terms of CRT, NRT, HSPE, etc. and what the assessments show;
 - b) Changes in faculty and whether these changes had impact on student achievement;
 - c) Changes in administration and evidence of effective leadership;
 - d) The impact of new programs, professional development, scheduling or innovation of any sort;
 - e) The impact of additional funding, and how these funding are aligned with the goal of school improvement plan;
 - f) The impact of curriculum changes;
3. Remaining challenges;
 4. Recommendation for corrective action;
 5. Recommendation for restructuring;
 6. Suggestions for improving school/student achievement.

Non-Title I Schools

Under NRS 385, non-Title I schools in their third or fourth year of improvement must have a School Support Team (SST).

Membership

1. Highly qualified teacher from site other than the identified school
2. Highly qualified principal
3. District representative
4. NDE representative

In addition to core members, the SST may include:

- a. One parent from each identified site in the cohort
- b. Principal of the site
- c. SIT Leader (if different from the principal)

Notes

APPENDIX B

Northwest Accreditation and SAGE

The crosswalk document for Appendix B is under construction. The document will be provided as soon as it is complete.

APPENDIX C

Glossary

Glossary

Achievement Data

Evidence gathered to determine student growth towards learning targets based on established expectations.

Assessment System

A management system containing a series of assessments that is designed to collect and evaluate data about student performance. Each assessment must be aligned with at least one of the students' performance goals in the improvement plan. The quality of assessments is described by using the terms: "reliable," "valid," and "fair."

Curriculum Alignment

The directness of the link between the Nevada Content Standards with the local curriculum, assessment, instruction, and reporting structures. The process of ensuring that a district's "taught" curriculum is aligned with State academic standards.

Data Management System

An established electronic system used to disseminate, sort, and manage data for timely and accurate distribution.

Evaluation

In most educational settings, the process used to measure, compare, and judge the quality of student work, schools, or a specific educational program as well as the performance of teachers and administrators.

Formative Assessments

Ongoing assessment (district, school and classroom level) used to modify and improve instruction while it is in progress. Examples: informal observation, quizzes, homework, worksheets, daily assignments, performance assessments, scoring rubrics, activities.

Intervention

An intervention is an activity or practice that is administered to or with a student to develop specific skills or learning with a student with a gap in learning. An intervention can be specific a program, strategy, or concentration of work focusing on decreasing the gap in learning that is targeted in instruction and/or written in an IEP or school improvement plan.

Organizational structures

Organizational structures are the way that the interrelated groups of a school are constructed. The primary components are effective communication and coordination. Organizational

structures within a school include (but are not limited to) the governance structure, decision-making protocol, and resource allocation practices.

Professional Development

Ongoing and extensive opportunities for teachers, staff, and parents to learn research based instructional practices to support student learning or to gain additional knowledge in instruction.

Proficiency

Having or demonstrating an expected degree of knowledge or skill in a particular area.

Research Based Strategies

Research based: Refers to programs, practices and strategies that have been shown to be effective through rigorous, systematic and objective research.

Student Engagement

The continuous mental involvement of students in accomplishing tasks to meet daily learning targets. Elements to consider include:

- Learning objectives: Ensuring students understand their daily learning objectives.
- Relevance: Using challenging curriculum that is relevant to students' lives, interests, and learning profiles, and that creates new interests, knowledge and opportunities.
- Pacing: Allowing students to work at an appropriate pace based on their abilities.
- Choice: Allowing students to exercise some choice in what and how they are learning and how they demonstrate what they have learned.
- Collaboration: Allowing students to work with peers in purposeful ways.
- Technology: Providing students the use of technology to enrich and support their learning.

Summative Assessment

Assessments used to judge the success of instruction at its completion. Examples: formal tests, final exams, final projects, term papers, etc. The information is often used in determining a grade, placement, or promotion.

Systematic

Refers to processes that are ongoing, logical, and consistent, rather than anecdotal and episodic.

APPENDIX D

References

References

- Bernhardt, V. (1998). *Data Analysis for Comprehensive Schoolwide Improvement*. Chico, CA: California State University.
- Bernhardt, V. (1999). *The School Portfolio: A Comprehensive Framework for School Improvement*. Chico, CA: California State University.
- Donaldson, G. (2006). *Cultivating Leadership in Schools*. New York: Columbia University.
- DuFour, R. & Eaker, R. (1998). *Professional Learning Communities at Work*. Bloomington, IN: National Education Service.
- Eaker, R. (2002). *Getting Started*. Bloomington, IN: National Education Service.
- Foster, J. (1996). *How to Get Ideas*. San Francisco: Berrett-Koehler Publishers.
- Hall, G. & Hord, S. (2006). *Implementing Change: Patterns, Principles, and Potholes*. Boston: Pearson.
- Killion, J. (2002). *Assessing Impact: Evaluating Staff Development*. Oxford, OH: National Staff Development Council.
- Levin, H. (1995). Trouble-Shooting Inquiry: Addressing the Challenges of the Inquiry Process. *Accelerated Schools*, 5 (4).
- National Study of School Evaluation (1998). *School Improvement: Focusing on Student Performance*. Schaumburg, IL: National Study of School Evaluation.
- Patton, M. (1997). *Utilization-focused Evaluation*. Thousand Oaks, NY: Sage Publications.
- Reeves, D. (2006). *The Learning Leader: How to Focus School Improvement to Better Results*. Alexandria, VA: ASCD.
- Van Houten, L., Miyasaka, J., & Agullard, K. (2006). *Developing an Effective School Plan: Change Manager's Handbook*. San Francisco: WestEd.
- Van Houten, L., Miyasaka, J., & Agullard, K. (2006). *Developing an Effective School Plan: Facilitation Notes*. San Francisco: WestEd.