

# Focus School General TA Session

## June 20, 2012—1:00pm-4:00pm

### Agenda:

- Welcome and Overview/Timeline/  
Role of the LEA N. LaSorsa
- Identification Data, Exit Criteria, and Funding T. Jarrell
- Focus School Plan Template B. Land
- Competitive Grant Rubric/Grant Guidance K. Wells
- Getting Started/Next Steps S. Holston
- Concluding Remarks N. LaSorsa



# Timeline

Dates/Timeframes	DDOE Actions	LEA Actions
June 15, 2012	Official notification of Focus Schools	
June 20, 2012	Focus School Process and Grant Procedures	LEA attends the session with its Focus School Team
June 20, 2012-August 31, 2012	DDOE provides technical assistance as requested by each LEA	The LEA conducts a needs assessment and develops a three year plan of intervention beginning in the 2012/2013 school year
July 9, 2012	DDOE opens the Focus School Grant in ESPES 3.0	
August 1, 2012		Each LEA sends their selected interventions for each identified school to the Focus School Program Manager. District or Charter School may send their plans to date for preliminary feedback
August 31, 2012		District or Charter submits their Focus School plan
September 1, 2012-September 14, 2012	DDOE staff reviews grant submissions with approval notification within ten business days	
September 14-24, 2012		District or Charter School submits any clarifications or conditions placed on the grant
September 30, 2012	DDOE makes final grant approval and allocation notifications	

# District Support & Monitoring

*Successful and sustainable academic reform requires effective leadership and project management throughout the planning and implementation process. Districts should plan to develop a governance structure in order to facilitate the effective implementation of the school-based focus school plan.*

## Establish a Focus Planning Team

The Focus planning team or advisory council may include:

- Superintendent/Asst. Supt.
- District Supervisor – Curriculum & Instruction
- District Supervisor - Operations
- District CFO
- Board representatives
- Union representatives
- School leaders
- Teachers
- Community representatives
- Parents

## Identify a Long-Term Governance Structure

### Guiding principles

- 1 ACCOUNTABILITY**  
Develop a three year accountability infrastructure that identifies district and school-based personnel responsible for student achievement within the focus school.
- 2 AUTHORITY**  
Develop and determine an authority or decision making pyramid related to school staffing, time, money, and programs.
- 3 COMPREHENSIVE SERVICES**  
Provide academic and support services directly or through district-level experts.
- 4 EMBEDDED PRESENCE**  
Create a comprehensive on-site monitoring plan that will enhance the fidelity of implementation of the focus plan. (routines, data, individuals, etc.)

**DDOE Focus School Support**

<b>District/Charter</b>	<b>DDOE Focus School Liaison</b>	<b>Liaison Contact</b>
<b>Capital</b>	Ted Jarrell	<a href="mailto:tjarrell@doe.k12.de.us">tjarrell@doe.k12.de.us</a>
<b>Christina</b>	Noreen LaSorsa	<a href="mailto:nlasorsa@doe.k12.de.us">nlasorsa@doe.k12.de.us</a>
<b>Milford</b>	Kim Wells	<a href="mailto:kwells@doe.k12.de.us">kwells@doe.k12.de.us</a>
<b>Moyer Academy</b>	Noreen LaSorsa	<a href="mailto:nlasorsa@doe.k12.de.us">nlasorsa@doe.k12.de.us</a>
<b>Red Clay</b>	Barb Land	<a href="mailto:bland@doe.k12.de.us">bland@doe.k12.de.us</a>
<b>Seaford</b>	Shannon Holston	<a href="mailto:sholston@doe.k12.de.us">sholston@doe.k12.de.us</a>

# School Identification

- Refer to handouts

# Total funds available – Year 1

\$1,649,214 in FY2013 Title I 1003(a) funds (estimate)

+ \$1,000,000 in FY2013 State School Improvement funds

(expected in FY13 budget)

**= \$2,649,214**

- Range: \$50k-\$250k per school per year
- 5% to 20% set aside from LEA Title Funds
- → Years 2 and 3 - TBD

# Exit Criteria

- Schools can exit Focus status by meeting specified targets for two consecutive years. Baselines for each Focus School will be established using Spring 2011 ELA and Math DCAS data for each subgroup for which the school was identified. Each school will have its own unique set of targets for each subgroup for it was identified that require a trajectory toward reducing by 50% the number students who are not proficient by 2016-17. A Focus school must meet the targets for each subgroup for which it was identified for two consecutive years to exit Focus status.

# Exit Criteria - Example

- School is identified for
  - Low Income
  - African American
  - SWD
- School will have separate progress targets for each subgroup that must be met for two consecutive years to exit





***Narrative:***

**Provide information regarding each of the following:**

- School background**
- School demographics**
- Mission and vision**
- Needs assessment and identified root causes.**
- Chosen interventions**
- Rationale for chosen interventions**

General Focus School Questions

4.33 Describe the process used to engage a broad spectrum of stakeholders (including families and communities) to determine the appropriate intervention(s) for the Focus school.

4.34 Describe how the intervention(s) selected for the Focus School is either new or a significant expansion of existing interventions currently in place at the school. Describe how the Focus School will operate differently as a result of the intervention(s).

4.35 Describe the fiscal resources the LEA will make available to fully implement the intervention(s) if this grant is not fully funded.

4.36 Describe the LEA's plan to prepare LEA and school staff for the implementation of intervention(s) in the Focus School.

**Intervention 1:** Extended time (day, week, year) for students with designated intervention strategies

***Success Plan:***

- **Identify an objective for the Focus School.**
- **Identify the needs this intervention is addressing.**

**Specific/Targeted Questions:**

- 4.01 Describe how this intervention will address the needs (as described in the needs assessment) of the subpopulations that caused the school to be identified as a Focus School. Describe, including the use of citations, the research that supports that this type of intervention has a proven record of success with the subpopulation(s) identified in the Focus School.
- 4.02 Describe the specific research based activities that will be used during the increased learning time. Provide an explanation as to how the activities will target individual student needs.
- 4.03 Describe how the LEA will adjust the school schedule, lengthen the school week or year, and/or use other methods to increase learning time.
- 4.04 Describe the LEA's rationale for the duration of extended time to be provided and how the duration of time will be sufficient to meet individual student needs.

## **District/School Support, Monitoring, and Evaluation**

### ***Narrative:***

#### **❖ How will the LEA support the implementation of the focus school plan?**

### **Specific/Targeted Questions:**

4.37 Describe the LEA-level staff members that have been identified to support the school as it implements the intervention(s). Please describe their individual expertise/responsibility in supporting the school and describe how this expertise is aligned with the needs of the school and is likely to promote successful implementation of the selected intervention(s). Please also note which LEA-level staff member will be responsible for monitoring the implementation of the plan and the monitoring strategy for the duration of the three-year period.

4.38 Describe the unique infrastructures that will be in place to monitor and evaluate the academic impact of the intervention(s).

4.39 Describe LEA's plan to sustain and support the intervention(s) in the Focus school after the grant expires.



OVERALL EXPENDITURES					
	District Title 1		Competitive Grant		District/ Alternative
Intervention 1 Total		Intervention 1 Total		Intervention 1 Total	
Intervention 2 Total		Intervention 2 Total		Intervention 2 Total	
Intervention v3 Total		Intervention v3 Total		Intervention v3 Total	
Overall Expenditures:		Overall Expenditures: Allotment to be determined based on grant application and review		Overall Expenditures:	

# Interventions

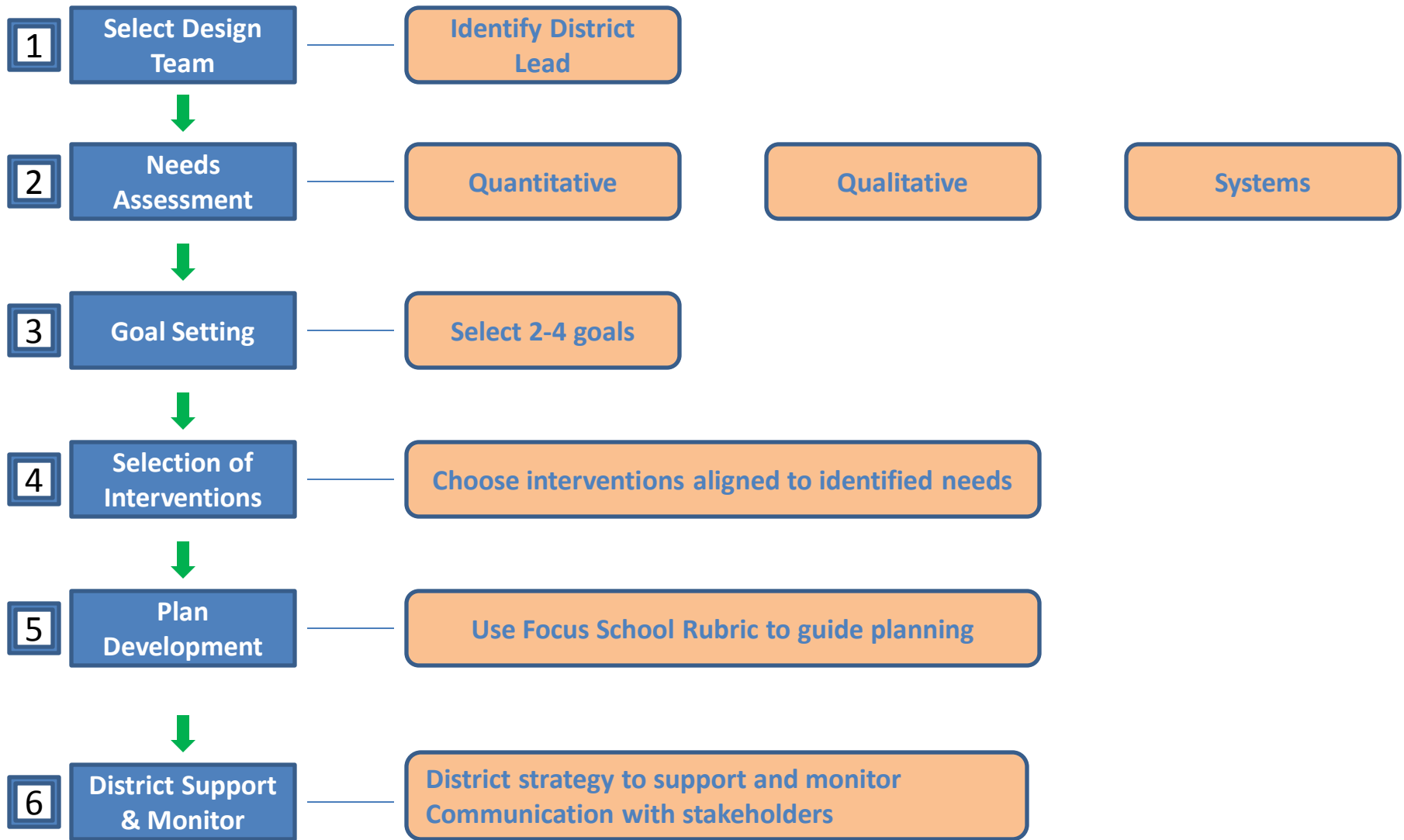
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- **Extended time (day, week, year) for students with designated intervention strategies**
- **Partnerships with community**
- **Strategies to address social, emotional and health needs**
- **Job-embedded Professional Development**
- **Assignment of Leadership Coach to support administrator evaluation/improvement**
- **Assignment of Development Coach to support educator evaluation/improvement**
- **Targeted and refocused use of Data Coaches in LEA and School Leadership Professional Learning Communities (PLC)**
- **Develop and initiate a comprehensive parent engagement plan**
- **Use of external provider(s) matched to identified school needs**
- **Changes to LEA policy, practices, and/or procedures**
- **Staffing selection and assignment**
- **Locally developed option(s) that are research based and supported by needs assessment data**

# Grant Rubric/Guidance

- Refer to handouts
- Focus School Resources
  - ESPES Website: <http://www.doe.k12.de.us/dess/espes.shtml#Focus> (Will be available Friday, June 22, 2012)
  - DDOE Approved ESEA Flexibility Application: <http://www.doe.k12.de.us/infosuites/ddoe/DeESEAFlexRequestFinalSubmissionMay242012.pdf>
  - USDOE Website: <http://www.ed.gov/esea/flexibility>
  - Center for Innovation and Improvement Website: <http://www.centerii.org/>





# Needs Assessment

- Quantitative

- Review data for the subgroups identified through the Focus school process
  - Trends, Content and Grade Level Patterns, Subgroup Performance, Achievement Gaps, and Correlation of Benchmark Assessments

- Qualitative

- Evaluate what current curriculum, instruction, and assessment practices are in place in the areas of ELA and Math?
- Do your instructors and the instructional delivery framework align with the curriculum implementation and student needs?

- Systems

- What is the current data and assessment review cycle? Do you currently have an infrastructure in place to analyze data in order to act and course correct?
- How are the expectations from professional development monitored and supported throughout implementation?

# Goal Setting



Based on the needs assessment, identify 2-4 SMART goals.

## **SMART GOAL**

### ***S – Strategic***

- Does it align with your identified needs?

### ***M – Measurable***

- Does the intervention include the ability to conduct interim checkpoints?

### ***A – Attainable***

- Does the goal take into account the past trend data(growth) of the focus subgroup?

### ***R – Relevant***

- Does it align with your focus area?

### ***T – Timebound***

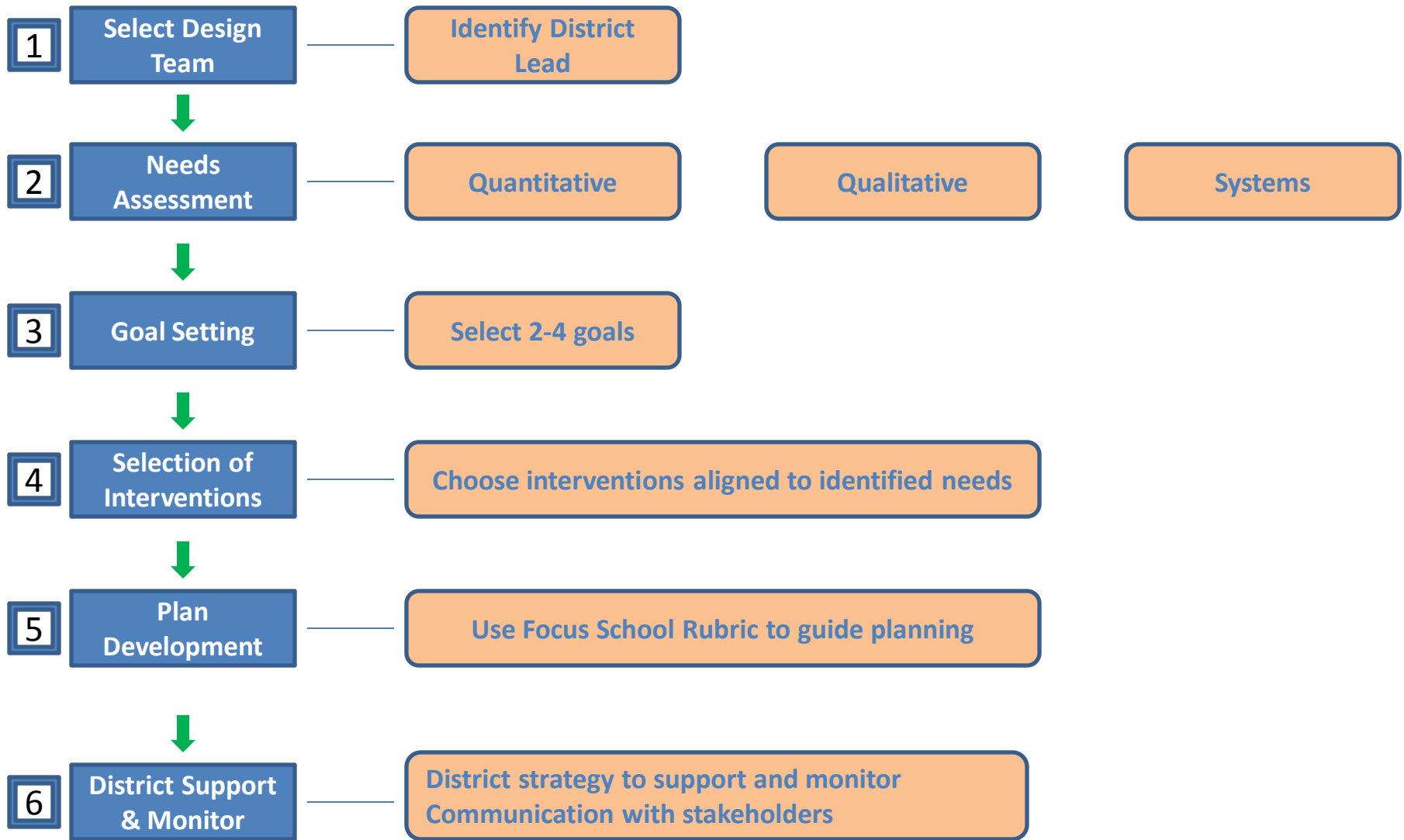
- Will the intervention allow you to meet your exit criteria?

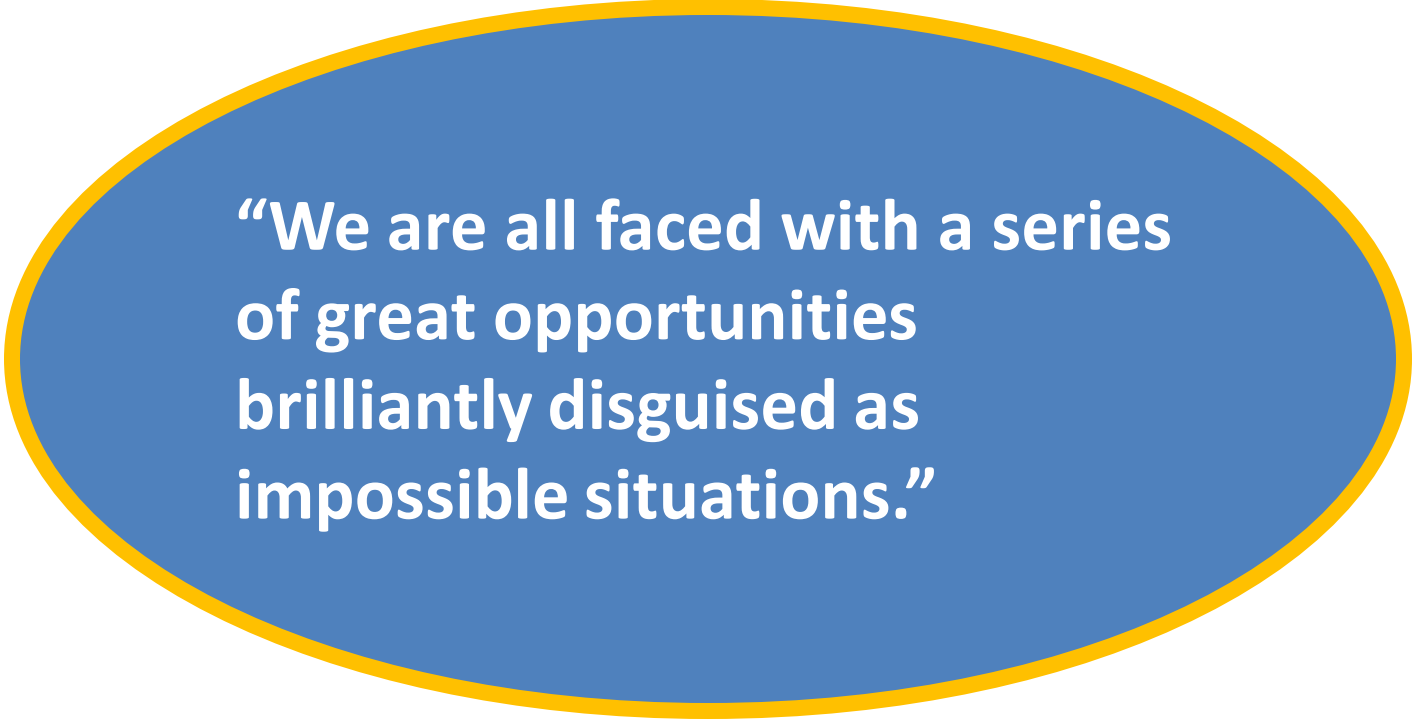
# Selection of Interventions



**Provide the rationale you will use in the selection process to determine the appropriate intervention (s) including research based evidence aligned with your focus subgroup(s).**

- Extended time (day, week, year) for students with designated intervention strategies
- Partnerships with community – 21<sup>st</sup> Century Community Learning Center-like (academic + enrichment)
- Strategies to address social, emotional and health needs
- Job-embedded Professional Development
- Assignment of Leadership Coach to support administrator evaluation/improvement
- Assignment of Development Coach to support educator evaluation/improvement
- Targeted and refocused use of Data Coaches in LEA and school leadership Professional Learning Communities (PLC)
- Develop and initiate a comprehensive parent engagement plan
- Use of external provider(s) matched to identified school needs
- Changes to LEA policy, practices, and/or procedures
- Staffing selection and assignment
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**“We are all faced with a series  
of great opportunities  
brilliantly disguised as  
impossible situations.”**