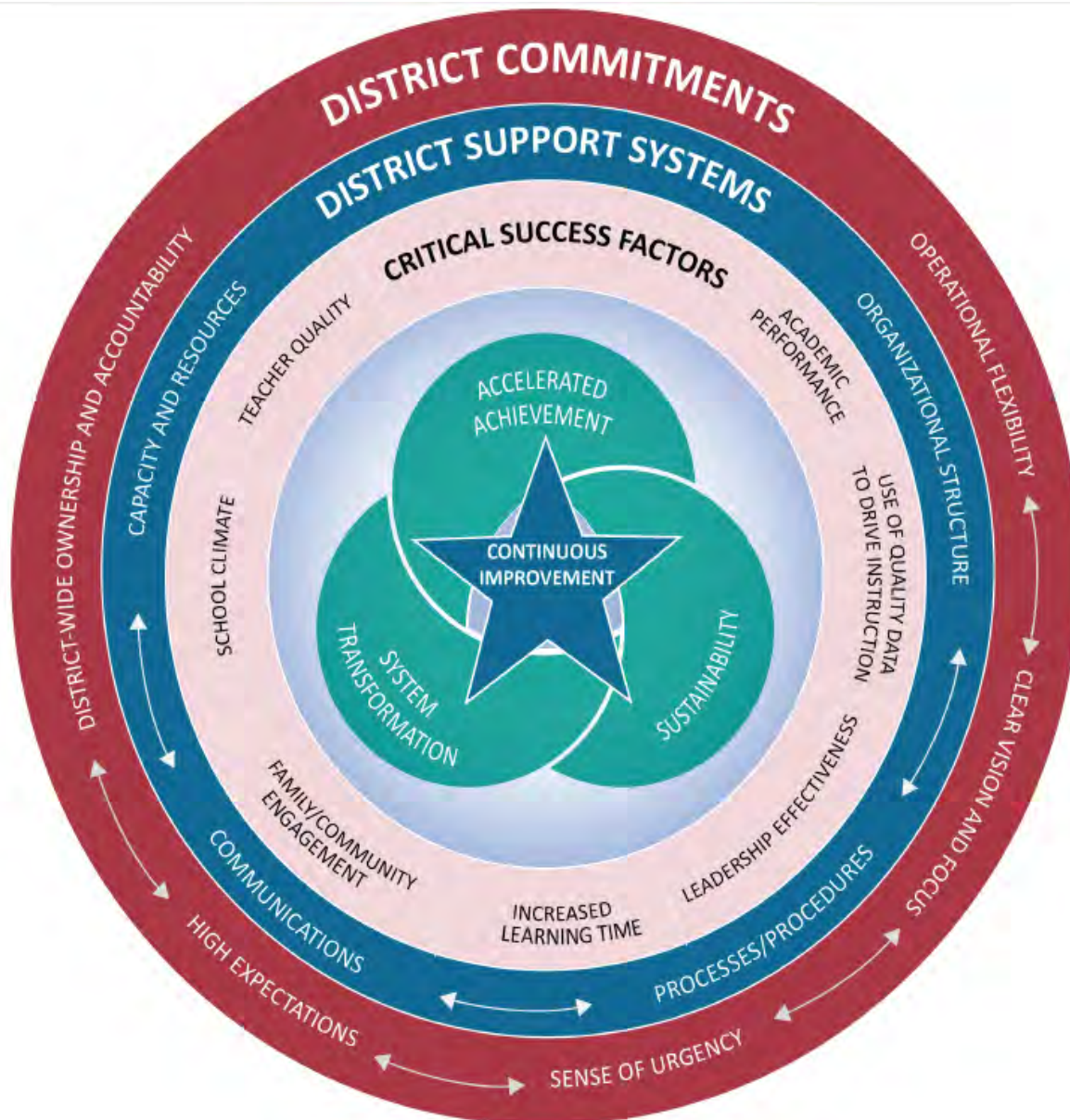# Continuous School Improvement Plan

Poverty

Extended School

Rigorous Instruction

Community

Economy/employment

$

leadership passion
motivation
dedication discipline drive
excellence heart

Achievement

Effective Teachers

Parent Involvement

Tutors

2

ACSIP Model

Step 1: Conduct a comprehensive needs assessment - Consider the mission statement and use a variety of data to determine where the school is currently, and compare where the school wants to be.

Step 2: Determine priorities, goals, benchmarks & interventions based on disaggregated data that focuses on student needs.

Step 3: Design evidence-based actions geared toward enhancing professional practice and student achievement.

Step 4: Apply the appropriate funding sources to actions that require state or federal funding.

Step 5: Implement interventions & actions.

Step 6: Conduct a peer evaluation.

Step 7: Monitor & evaluate interventions for effectiveness.

Improved Student Achievement

Source: ADE ACSIP Handbook

Arkansas Comprehensive School Improvement Plan (ACSIP)

Using the ACSIP model shown every district and school – including charter schools - is required to develop and file a comprehensive school improvement plan with the ADE. State law requires all ACSIPs to contain certain information (A.C.A. §6-15-426).

The plan must include school improvement actions based on results of the school's required annual comprehensive needs assessment. "Goals, priorities, interventions, actions, and evaluations are based on state standards and assessed needs of a particular district or school."

The plan must include strategies to address the achievement gap existing for any identifiable group or subgroup and the gap of that subgroup from the academic standard. Academic goal statements must address Annual Measureable Objectives (AMOs).

(ACSIP)

Each district and school ACSIP must:

- be based on areas of greatest need identified through the comprehensive needs assessment.
- also incorporate goals and objectives for nutrition, physical activity, and special education as priorities.
- have a reference point against which outcomes can be measured as growth targets over time.
- use evidence-based interventions aimed at the needs identified in the comprehensive needs assessment.
- include actions involving Academic Improvement Plans and Intensive Reading Interventions for all students performing below state standards.
- involve parents, according to ADE rule and regulations.
- include professional development plans based on the Teacher Evaluation and Support System.

(ACSIP)

According to the ACSIP Handbook, "Each district and school plan must outline a process for evaluating the effectiveness of the strategies and activities indicated in the plan."

"Evaluation results must be included in the comprehensive school improvement plan for the following year."   Their ACSIP is to be posted on the school's or district's website.

The Arkansas ESEA Flexibility Waiver replaces the NCLB goal of 100% proficiency by 2014, and Average Yearly Progress (AYP) determinations for schools and districts, with more attainable Annual Measureable Objectives (AMO) that reduce proficiency and growth gaps by half within six years (2017).

Indistar

In the past school year, ADE piloted a software package, Indistar, in 35 public schools and 2 charter schools that vounteered to use it for their ACSIP. ADE is testing it for ACSIP in all schools in the current school year (2015-16).

Indistar was created at the University of Virginia specifically for school improvement planning, and according to the internet, it has been used in approximately 30 states.

It has many applications that can be tailored to specifications of a state or district, and users can build their own comprehensive needs assessment, choose indicators, record aspects of meetings, assign responsibilities, monitor implementation and progress, provide coaching, and conduct outcome evaluations.

A particularly attractive feature of Indistar is the ability to view the entire school improvement planning process in one location.

Indistar

In short, Indistar breaks down professional practices into clusters of specific activities, and provides task management features that enable the leadership teams to efficiently implement plans, manage interventions, monitor progress, and evaluate outcomes.

A central feature of Indistar is a message board where coaches can provide continuous guidance and feedback to district and school leadership teams that, in turn, work with grade-level and content teams of teachers.

Teachers and leadership teams are able to get immediate answers and feedback from coaches, who are school improvement specialists in Arkansas. Teams implement, monitor and evaluate ACSIP.

Indistar has 144 example indicators, with descriptions and supportive evidence of effectiveness in a feature called Wise Ways. Indicators in Action are video modules demonstrating practices represented by indicators.

- Pilot project managers were district federal coordinators (or district appointed project managers).
- The vast majority of survey responses (e-mailed survey or phone) were very positive regarding the use of Indistar.
- Most indicated that Indistar was a noteworthy improvement over the previous SEDL software approach to ACSIP.
- Many highlighted the fact that the entire ACSIP process is recorded in one location and can be viewed by everyone.
- They noted that this overview will facilitate integration and linkages between elements of ACSIP, such as grade-level and content areas.
- They stated that Indistar encourages teacher involvement in ACSIP for the first time.
- They were very appreciative of Wise Ways indicators and Indicators in Action.

ACSIP ISSUES ADDRESSED BY ADE

The ADE has addressed major issues that have been presented to the Senate and House Education Committees by various education organizations.

For example, a preeminent concern has been that ACSIP is merely a compliance document.

The overwhelming opinion of federal coordinators and school improvement specialists is that the Indistar approach is a dynamic process that engages leaders and teachers in teamwork to develop, implement, monitor, modify, and link diverse elements, such as indicators, tasks, responsibilities, assessments, and outcomes.

The oft-repeated characterization of Indistar was, "it is a living document" with many components being developed over time by several different constituents – all of whom are in communication with one another via the Indistar message board.

ACSIP ISSUES ADDRESSED BY ADE

There has been a concern that districts have to amend their ACSIP in APSCN when they made trivial changes like ordering 25 computers instead of 20.

However, Indistar does not require this level of detail regarding number of items.

The ACSIP-SEDL approach did not have a repository of evidence-based practices like Indistar's Wise Ways, or videos that demonstrate practices like Indistar's Indicators in Action.

Indistar also allows conversion of documents to PDF and Word, which was a concern of some organizations.

Perhaps the greatest advantage of Indistar over the ACSIP-SEDL approach is the ability to view the entire comprehensive school improvement planning process in one location.

ACSIP ISSUES ADDRESSED BY ADE

Another major concern was that the whole ACSIP process was "driven" by funding instead of interventions needed to improve student achievement.

The central focus of Indistar is indicators of factors identified in research as major influences on student achievement.

A very common complaint was that a budget was created in APSCN and another in ACSIP. Aside from redundancy, these budgets often were not in agreement because they were prepared by different people.

With the Indistar approach, only one budget is created in APSCN, and it is uploaded into Indistar. A copy of an actual budget submitted to Indistar by a school in the pilot project is shown on the next slide.

2014-15 PLANNING BUDGET
Title I   Building Budget

DISTRICT: _____ **DISTRICT LEA #:** _____

SCHOOL BUILDING NAME: _____ **BUILDING LEA #:** _____

Revenue Code: _____ **Source:** _____

BUDGET CODE/FUNCTIONS	OBJECTS						
	61000	**62000**	**63000-65000**	**66000**	**67000**	**68100, 68400, 68410 ONLY**	
	Employee Salaries	Employee Benefits	Purchase Services	Material & Supplies	Capital Outlay	Other Objects	**TOTAL**
SCHOOL LEVEL							
1511 Before/After School Programs	12,000.00	3,200.00			▮		15,200.00
1530 Language Arts							0.00
1550 Early Childhood							0.00
1555 Literacy							0.00
1560 Reading							0.00
1570 Mathematics							0.00
1591 Title I Schoolwide Instruction	71,756.00	19,935.17		2,400.00			94,091.17
1592 Title I Summer School					▮		0.00
2113 Social Work							0.00
2120 Guidance							0.00
2130 Health	▮	▮					0.00
2170 Parent Involvement				4,000.00			4,000.00
2210 Improvement of Instruction							0.00
2213 Instructional Staff Training			2,500.00		▮		2,500.00
2220 Library/Media Services							0.00
2230 Instruction-related Technology							0.00
2240 Student Assessment	▮		1,500.00		▮	▮	1,500.00
2294 Instructional Facilitator, Math	55,760.00	14,272.04					70,032.04
2294 Instructional Facilitator, Science							0.00
2297 Instructional Facilitator, Literacy	103,526.50	23,010.05					126,536.55
Total School Level Costs	243,042.50	60,417.26	4,000.00	6,400.00	0.00	0.00	313,859.76

Issues Remaining Concerning Use of Indistar

Some federal coordinators and ADE staff remain concerned that the current use of Indistar lacks necessary detailed descriptions of interventions and actions associated with budget dollar amounts.
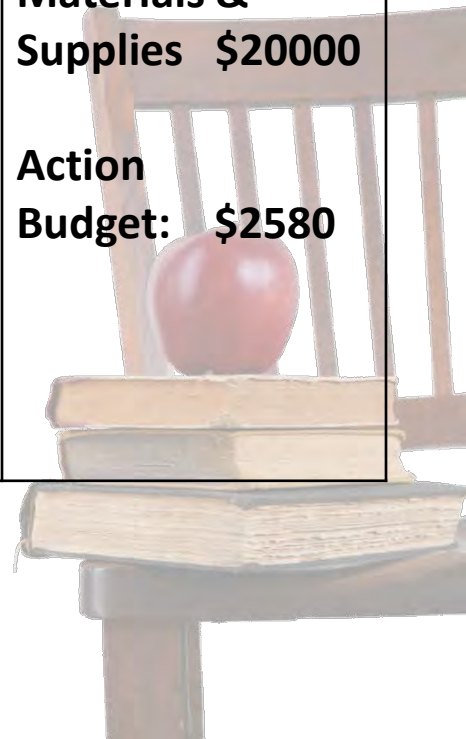
An example of the detail that was provided in the SEDL approach to ACSIP is provided on the next slide.

These details are not supplemental or superfluous, but rather essential to the monitoring responsibility of the ADE in managing Federal funds (Title 2 of the Code of Federal Regulations Part 200, Uniform Administrative requirements, Cost Principles, and Audit Requirements for Federal Awards).

In terms of monitoring use of federal funds, there must be documented linkages between interventions, actions, persons responsible, timeline, and budgeted funds.

Intervention: School-wide assistance will be provided to support effective instructional & parental involvement initiatives that focus on the social & academic language skills for all identified ELL students.

Actions	Person	Timeline	Resources	Source of Funds
State ELL funds will be used to purchase appropriate materials and supplies to support an ELL Parent\Student events to promote the ELL programs, inform parent of services, and provide a time for parents to become familiar with the teaching staff. **Action Type: Collaboration** **Action Type: Parental Engagement**	(name)	(dates)	Adm. Staff Teachers	ELL (State 276) Purchased Services: $580 ELL (State 276) Materials & Supplies $20000 Action Budget: $2580

Issues Remaining Concerning Use of Indistar

Finally, another major complaint noted by federal coordinators and some ADE staff is the absence of pre-population in Indistar.

In the previous ACSIP-SEDL system, several data elements were already entered in the software, such as cash on hand, allotment balances, school names, enrollment, poverty, rank order based on poverty, indirect cost rate, and various allocations.

Also, ACSIP-SEDL had built-in compliance features that gave error messages if required elements of a federal application were not provided or contained incorrect entries.

Without these automated features, much of this work would have to be done by hand, which will be labor-intensive and more subject to errors than programmed computations.

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