



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION



State Systemic Improvement Plan Phase III Update

**September
2017**



Getting To Know You!

Today

- What's in a Name?
- Cohort:
 - Readiness
 - Implementation
 - Applications
 - Calendars
- Review of Activities

Inclusive Checklist

Phase II EBP's Transition to Phase III

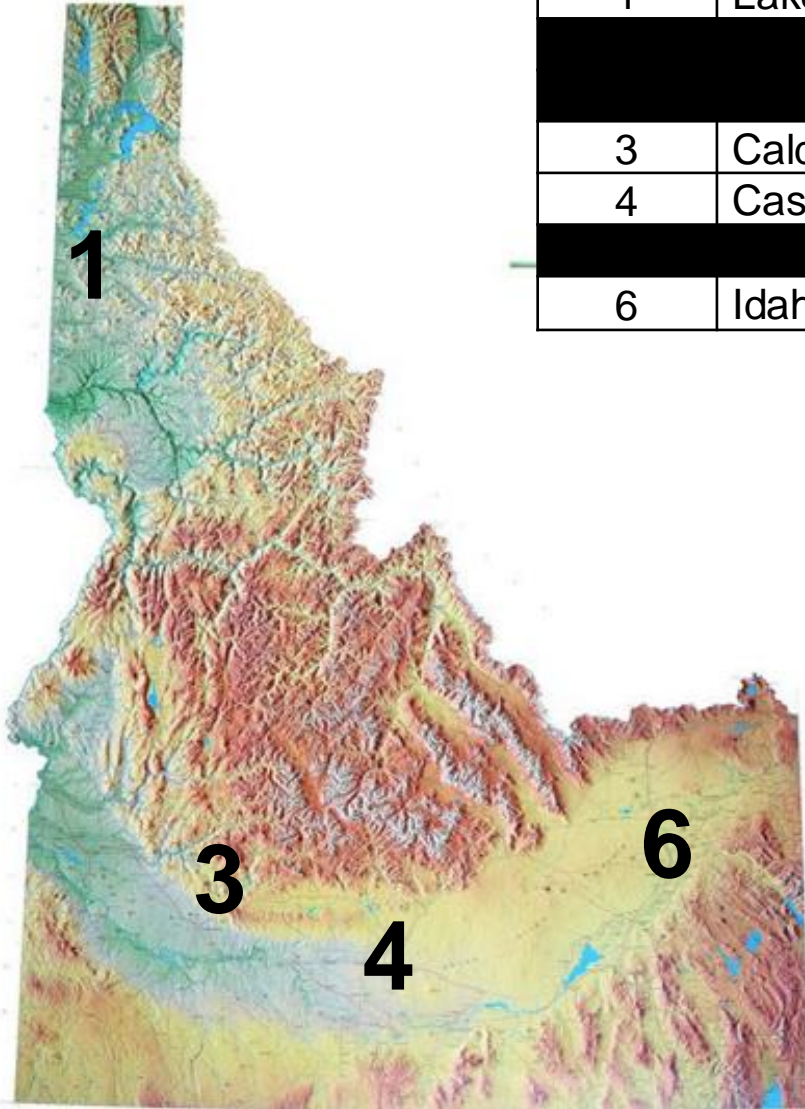
Phase II EBP	Outcomes of Activity	Phase III Solution
5 foundational skills		
<p style="text-align: center; font-size: 1.5em;">Inclusive Practices</p>	<ul style="list-style-type: none"> • Inclusive practices start at the leadership level • Need to shift culture of inclusiveness • All Cohort districts have service delivery model in which all students with disabilities receive core instruction in the general education setting 	<ul style="list-style-type: none"> • SEAP has created Inclusive Practices Checklist to be used by school personnel or families • Work with stakeholders to identify or create inclusive practices support materials • Target TA at the leadership level • Collaborative conversation within District leadership to support culture shift
Data practices		
Family and community		

Name that Project

Cultivating Leaders
to
Grow Young
Readers

Readiness Cohort

Map	District	Students	Students on IEPS
1	Lake Pend Oreille	3,638	438
3	Caldwell	6,338	717
4	Cassia	5,444	541
6	Idaho Falls	10,257	1155



State-identified Measurable Results

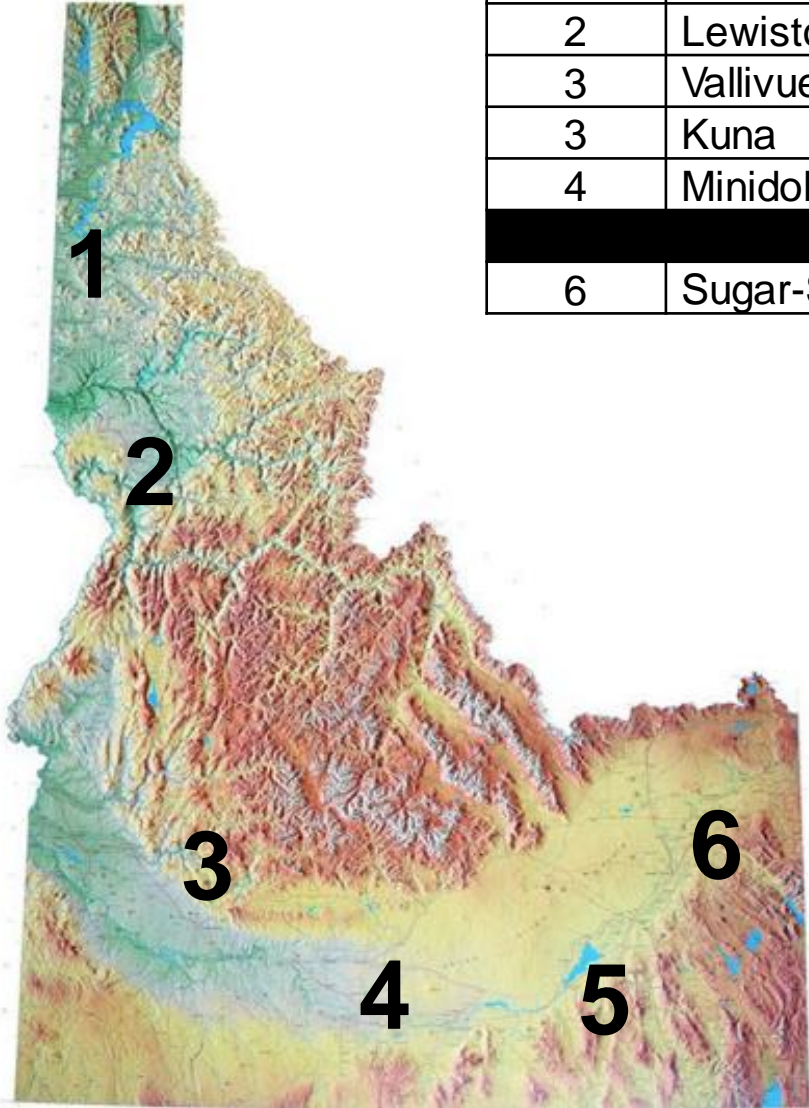
Increase the percent of students with disabilities in Cohort districts that show growth in literacy from 3rd to 4th-grade on the state summative assessment, currently ISAT by Smarter Balanced.

New application process



Implementation Cohort

Map	District	Students	Students on IEPS
1	Coeur D'Alene	10,700	979
2	Lewiston	4,748	541
3	Vallivue	8,446	870
3	Kuna	5,342	583
4	Minidoka	4,209	483
6	Sugar-Salem	1,611	121



Add coaching and explicit instruction training for teachers

Areas of Focus

6 Primary Areas of Focus

1. Establish a high-functioning State Team
2. Resource Alignment Process
3. Develop Authentic Engagement Process
4. Identify TA needs
5. Identify PD needs
6. Develop Evaluation Plan

SDE Literacy Team

- Diann Roberts: ELA/Literacy Coordinator
- Alayna Gee: Multi-tiered Systems of Support Coordinator
- Christina Nava: EL Director
- Karen Seay: Federal Programs Director
- Heidi Arrate: IRI Coordinator
- Jill Mathews: Family and Community Engagement Coordinator
- Kathy Gauby: Title 1-A Coordinator

Resource Alignment

- Idaho Comprehensive Literacy Plan
- State Department of Education's (SDE) ELA Coaching Network
- Special Education Support and Technical Assistance (SESTA)
- SDE Principal's Network
- SDE Special Education General Supervision Process
- Idaho Consolidated Plan (ESSA)

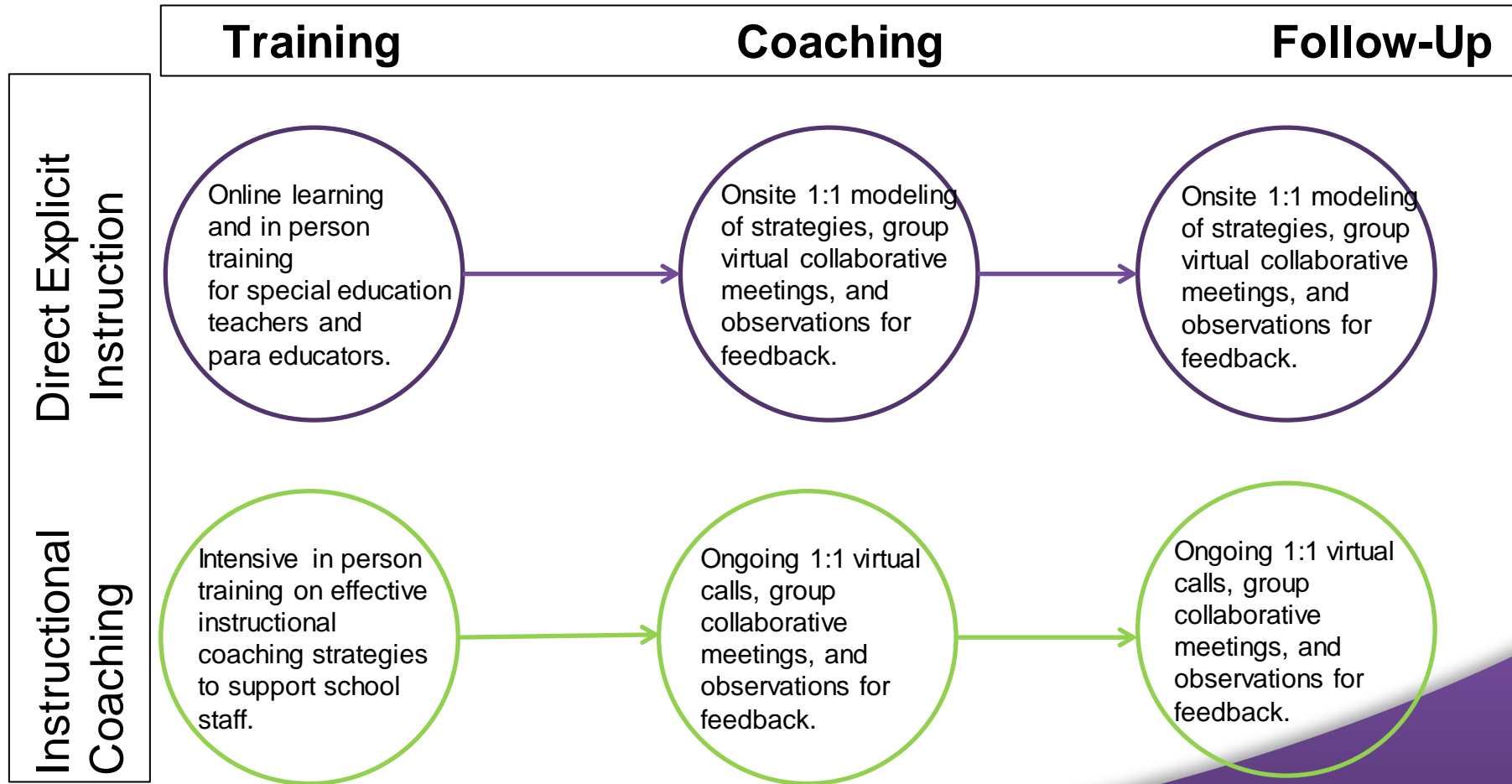
Other

- Boise State Literacy Center
- Idaho Commission on Libraries
- Idaho Capacity Builders
- Idaho Council on Developmental Disabilities
- Idaho Parent Unlimited

Authentic Engagement Stakeholders

- Special Education Advisory Panel (SEAP)
- Directors Advisory Committee (DAC)
- Idaho Literacy Panel
 - Higher Ed (Special and General Education), Idaho Commission for Libraries, SESTA, SDE
- SDE Literacy Team
 - EL, Title, Family and Community Engagement, Multi-Tier System of Support, Content, Special Education, Assessment
- Project Review Team
 - National Center for Improved Literacy (NCIL), Lee Pesky Learning Center/BSU RESET Project, SDE Content, Multi-Tier System of Support, Special Education
- District Teams

Idaho Professional Development Model



TA/PD Needs



**How do to
know if what
we are doing
is working?**

How to Evaluate Leadership? State Level

Establish a high-functioning State Team

- Satisfaction Survey

Authentic Engagement

Resource Alignment Process

- List of Activities Completed

TA Needs

Leadership

PD Needs

- Planning and Evaluation Tool for Effective School Wide Reading (PET-R)

Evaluation is Effective

- Are we measuring what needs to be measured?

Activities

Think - Pair - Share

How to Evaluate Leadership? District Level

Establish a high-functioning State Team

- Satisfaction Survey

Authentic Engagement

Resource Alignment Process

- List of Activities Completed

TA Needs

Leadership

PD Needs

Evaluation is Effective

- Are we measuring what needs to be measured?

Activities

Think - Pair - Share

Coaching Staff

Coaches

Instructional Staff

- Satisfaction Survey

Activities

Think - Pair - Share

Instructional Staff

Coaching

Instructional Staff

Activities

Think - Pair - Share

How to Involve Parents and Families?

What's Missing?

Who do you call?



- Shannon Dunstan
 - Results Driven Accountability Coordinator
- Alayna Gee
 - MTSS Coordinator