



**Statewide System of Support
Services and Programs
Greg Alexander, Director**

Statewide System of Support



“You don't change performance without changing the instructional core. The relationship of the teacher and the student in the presence of content must be at the center of effort to improve performance. If you can't see it in the classroom, it's not there.” — Richard Elmore, Harvard University

Greg Alexander

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District and School Improvement



The Improvement Plan should embody a plan that is comprehensive, highly structured, specific and focused primarily on the school's instructional program. The plan should incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.

Shasta Oswald
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District/School Improvement continued



- Schools and Districts will hold the Improvement status of 2013-2014 through 2014-2015.
- Schools and Districts that had Improvement Plans due in 2013-2014 have plans due in 2014-2015
- Change: Plans are due November 1st, which is within 90 days of when data will be distributed*. Revisions and Monitoring in February.
- Focus Schools will have an interview with SDE designee prior to December 31.

Fall Tour for Improvement



Why should School and District Improvement teams come to the Fall Tour?

- Participants will know new submission requirements and new deadlines.
- Participants will write one high quality SMART Goal.
- Participants will have assessed and created a plan for one indicator in a way that is aligned with the SMART Goal.
- Participants will understand how to monitor planned indicators.
- Participants will understand the characteristics of a high quality district/peer review process based on the state's compliance checklist and rubric.

Fall Tour Continued



- **Fall Tour Dates**
 - September 8th Region 3, The Riverside Hotel
 - September 9th Region 3, Nampa Civic Center
 - September 10th Region 4, Hilton Garden Inn, Twin Falls
 - September 11th, Region 5/6, Shoshone Bannock Hotel and Event Center
 - September 22nd, Region 1/2, Best Western Plus, Coeur d'Alene Inn
- School Leadership Teams for Schools Identified as AMO Continuous or Continuous need not Attend
- Registration for the Fall Tour is open. Send school teams of 4-5 and a district team.

Idaho Superintendents' Network ISN



The network is comprised of committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning.

Topics for discussion include:

- Research-based best practices for District Leaders
- Working effectively with local School Boards
- Learning from Highly Effective Superintendents
- Aligning with Legislators and Community Leaders
- Developing relationships with SDE personnel
- Status of Task Force Recommendations

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Educator Effectiveness (Teacher and Administrator Evaluation)



The purpose of these evaluation systems is to recognize, promote and help develop effective and successful educators. Idaho's approach to evaluation is all about cultivating and celebrating excellence, and ensuring that those who excel also thrive in their workplaces, and remain in education.



Lisa Colon

Educator Effectiveness Coordinator

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Network of Innovative School Leaders (NISL)



"Leading and Learning"

The **Network of Innovative School Leaders (NISL)** is a project developed by the Idaho State Department of Education (SDE) Statewide System of Support Team to support the work of building level administration in improving outcomes for all students by focusing on the quality of instruction. NISL is a professional learning community that will focus on increasing the effectiveness of the Instructional Core. Principals will participate in various learning and networking opportunities related to leading through results-oriented change.

Kimberly Barnes

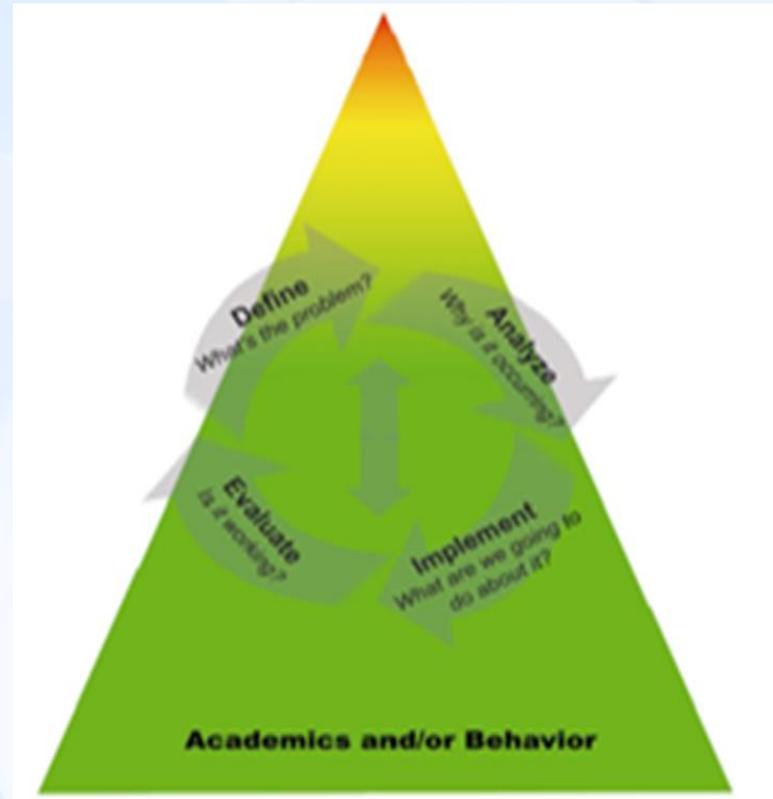
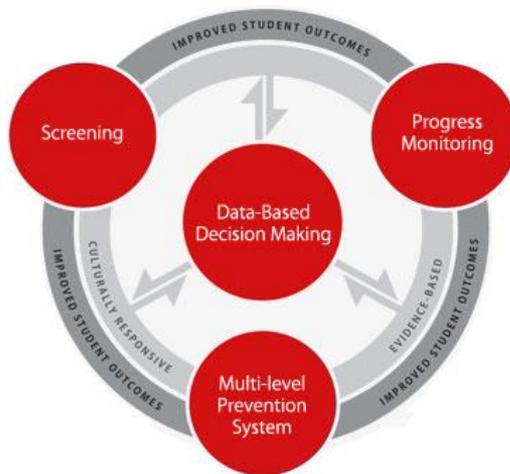
System Improvement and
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Multi-Tiered System of Support (RTI)



Multi-tiered framework that promotes school improvement through high quality, standards-based instruction and evidence based interventions to maximize student achievement and behavior.



Idaho Building Capacity - IBC



To provide scaffolded support designed to assist Local Education Agencies in building their own internal capacity to sustain their school improvement efforts and ultimately sustainable improved student achievement.

Deb Long

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Plus several Capacity Builders (CB's) in each region

Family and Community Involvement



The term "parental involvement" means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring –

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- The carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA.]"

Jill Mathews

Family and Community Engagement (FACE)

Coordinator

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School Improvement Grant



School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.

Schools identified as Priority Schools and receive a Focus Visit each year.

(Focus Schools that apply and receive the grant will also have a Focus Visit each year.)

Focus Visit



This process uses research-based standards and indicators to assess local educational agencies (LEAs) in the areas of academic and organizational performance as outlined in the No Child Left Behind Act of 2001 (NCLB) and has been named *Patterns of Practice School Review*. Idaho State Department of Education has taken the foundational work and research of the Patterns of Practice School Review and developed a model specific to Idaho's districts and schools needs.

This model is called ***Instructional Core Focus Visit***.

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Have a great year!

