

Michigan Department of Education
Office of Field Services

2015-16 *District Improvement (DIP) Plan Review Protocol

*Single building districts should replace the phrase "District Improvement Plan" or "DIP" with "Single Building District Improvement Plan" or "SBDIP" for the purposes of this protocol.

The *DIP is developed within the Michigan Department of Education's (MDE) AdvancED Adaptive System of School Improvement Support Tools (ASSIST) portal.

All Local Educational Agencies (LEAs) are required to complete a *DIP on or before the submission date of the Consolidated Application. Consolidated Applications that are submitted without a *DIP submitted will be not be reviewed until the *DIP has been submitted.

It is also important to note that the *DIP is expected to meet the following requirements upon submission:

1. Goals/Objectives/Strategies/Activities included in the *DIP meet the MDE criteria detailed in the 2015-16 *District Improvement Plan Review Protocol
2. All programs/services are identified within the *DIP that are intended to be funded in the Consolidated Application
3. All programs/services that the LEA anticipates adding to the application later in the academic year with carryover or unspent set-asides (ex, summer school) have been identified within the *DIP
4. The LEA must consider the funding sources that will be added to the Consolidated Application during the amendment process such as: Title I, Part A - Neglected; Title I, Part D; Title III - Limited English Proficient (LEP) and Immigrant and Title VI, Part B - REAP-RLIS; plan how those sources will be used and include those plans as strategies and activities in the original *DIP

Points to consider when developing the *DIP in ASSIST:

1. Schools and districts have been encouraged to write 3-5 goals
 - Of the 3-5 goals, a minimum of 3 must be academic goals
2. The Measureable Objectives are based on the individual school and district proficiency targets
3. Schools may also create *organizational goals*
 - Organizational goals are non-academic goals defined to address school system practices, processes, and procedures. They may focus on structures and initiatives that support the attainment of academic goals. Examples include, but are not limited to, goals that involve the following:
 - a. culture/climate
 - b. student behavior/character education
 - c. parent/community involvement
 - d. partners

Accessing the *DIP in ASSIST

- ASSIST Login: <https://cas.advanc-ed.org/cas/login>
- Once logged in, click on "ASSIST"
- The Search function will now appear. Type in the keyword of the district name and click on "search" (i.e., Lansing, Detroit, Academy of...). You can search by the full name or a partial name/keyword.
- Click on the appropriate district name
- This will bring up the district overview. Click on "Goals & Plans" at the top of the page.
- At this point you may choose to look at individual goals, objectives, strategies, and activities, or look at the PDF overview (recommended) and see activities by funding source
- **TO LOOK AT THE PDF AND SEE ACTIVITIES BY FUNDING SOURCE (recommended method):**
 - Click on "plans" underneath the "Goals and Plans" header
 - Under "plan name," click on the plan
 - This will bring up the overview of all the goals and their associated objectives, strategies, and activities. Scroll to the bottom of the page and click on "view PDF."
 - This will open the PDF version of the plan. Each goal will have the objectives, strategies, and activities listed in traditional plan format. The activities will be grouped by intended funding source.
 - You may also scroll to the end of the PDF and view "Activity Summary by Funding Source"
 - You may find it helpful to save the PDF or print it for your review
- **TO LOOK AT INDIVIDUAL GOALS:**
 - Click on each goal
 - This will bring up the objectives, strategies, and activities associated with the goal
 - You can click on "Action" to the right of each one to view them

ACADEMIC GOAL

What you see in ASSIST:

- Goal Name: *<insert text>*
- Choose Academic Goal or Organizational Goal: *<click radio button>*

Academic Goal Criteria:

- Goal must be linked to identified student academic learning needs in one of the four core content areas or serve as a maintenance Goal in one of the four core content areas if there are no academic challenges identified through the comprehensive needs assessment
- Districts do NOT need one Goal in each content area in the *DIP; for example, four content areas can be embedded within 3 Goals
- Student focused
- States broadly the area of focus and that all students will demonstrate increased proficiency
- Based on a careful analysis of multiple sources/types of data
- Defines the priority area for an improvement plan
- **Should not include specific percentages or time elements**

Example: "All students will increase proficiency in *<core academic subject>*"

IMPORTANT NOTE ON GAP STATEMENT:

ASSIST does not allow for districts to create a gap statement. The Annual Measurable Objectives (AMOs) in each core area are the same for all students as for subgroups. Use the same AMO for all students and use different strategies within each goal, etc., using the drop-down for Tier 1 (all students) and Tiers 2 and 3.

MEASURABLE OBJECTIVE

What you see in ASSIST:

- Who: Would you like to identify a specific population OR the objective applies to all: YES – identify specific populations OR NO – objective is applied to all students; if you choose YES:
 - Particular Gender
 - Particular Grades
 - Particular Subgroup
- Proportion:
 - What Proportion of the Target Population Should Achieve the Objective? *<choose from drop-down>*
 - How Many Should Achieve this Objective? *<insert number>*
- What:
 - What Content Area Will this Objective Apply to: *<choose from drop-down>*
 - The Target Population Should: *<choose from drop-down>*
 - In: *<insert text>*
- Measured By: *<insert text>*
- By When: *<choose from calendar>*

Measurable Objective Criteria:

- Student focused
- Links to the goal statement
- Identifies the knowledge, skills, outcomes and results that are measurable, observable, quantifiable and time bound
- States: Who will be able to do what, by when, as measured by what?
- Addresses grade span and/or subgroup gaps, if applicable

Example: "<x>% of students will demonstrate a proficiency in <content area> by <date> as measured by <Assessment Tool>".

NOTE: Some districts have encountered difficulty with the objective builder. As a result, you may see objectives that are essentially the same, but addressed to different subgroups or grade spans.

STRATEGY

What you see in ASSIST:

- Strategy Name: <insert name>
- How Will the Strategy Work: <insert text>
- State the Research Used to Support this Strategy: <insert text>

Strategy Criteria:

- Must be research-based
- Describes what adults do with students in the presence of content
- Links to a measurable objective
- Are specific, planned, research-based instructional practices (name specific instructional strategies that will be implemented and evaluated, "Marzano's instructional strategies" is not a sufficient response)
- Addresses instructional practices that were identified as challenges through the Comprehensive Needs Assessment
- Focuses on maximizing each student's growth and individual success
- Must be academic

Research:

- Identify the research that supports the Strategies
- Provide a brief summary of the research

Example: Research – What Works Clearinghouse, Assisting Students Struggling with Mathematics, Response to Intervention (RTI) for Elementary and Middle Schools. Instruction during the intervention should be explicit and systematic.

ACTIVITIES

What you see in ASSIST:

- Activity Name: *<insert text>*
- Activity Type: *<choose from drop-down>*
- Activity Description: *<insert text>*
- Begin Date: *<choose from calendar>*
- End Date: *<choose from calendar>*
- Funding Source: *<choose from drop-down>*
- Funding Amount: *<enter number – no dollar sign>*
- Responsible Staff: *<insert text>*

In the *DIP (not the School Improvement Plan) there is an additional step. The Activity Applies to:

- All Schools in the System: *<click radio button>*
- Let Me Choose Which Schools: *<choose from drop-down>*

Activity Criteria:

What needs to be done so that staff or teams:

- Are ready to implement the strategy
- Have a strong plan for implementation of the strategy
- Have a plan to monitor and evaluate the implementation
- Must demonstrate a clear connection with the Consolidated Application budget detail.

Example: “<People responsible> will <instructional practice to be implemented> with <group or subgroup>.”

“Teachers will implement Close and Critical Reading strategies to implement the Common Core State Standards and the MDE State Standards.”

“Teachers/staff will use non-linguistic representation, specifically flow maps, to teach critical thinking skills in order to increase student capacity for retelling.”

Funding Sources are connected to the Activities that support the implementation of the Strategy. Field Services Consultants can review these activities in: Activity Summary by Funding Source. Here is a sample summary:

Activity Name	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Professional Learning on Differentiated Instruction to understand curriculum layering and accelerate learning.	Professional Learning	9/3/15	6/6/16	\$10,000	Title II, Part A	Director of Organizational Learning, Building Administrators and Teachers

IMPORTANT: The resource assigned dollar amount is a planning tool for the district. The Office of Field Services is not reviewing for one-to-one alignment between what is written here in the plan and the budget. We do require the funding source.

ORGANIZATIONAL GOAL

What you see in ASSIST:

- Goal Name: <insert text>
- Choose Academic Goal or Organizational Goal: <click radio button>

Organizational Goal Criteria:

- An Organizational Goal is a building-wide or district-wide initiative that is not content dependent
- An Organizational Goal could include structures, processes or procedures that are building-wide or district-wide
- Staff-, building- or district-focused
- Explains what the adults will improve or increase
- Based on a careful analysis of multiple sources/types of data
- Defines the priority area for an improvement plan
- Should not include specific percentages or time elements

Example: "All staff will improve school climate by implementing a positive behavior intervention and support system."

"All staff will improve alignment of instruction, assessment and supports to the Common Core State Standards and State Standards."

"All staff will strengthen the use of formative data in Professional Learning Teams district-wide"

MEASURABLE OBJECTIVE

What you see in ASSIST:

- What: Collaborate to... <insert text>
- Measured By: <insert text>
- By When: <choose from calendar>

Measureable Objective Criteria:

- Adult-focused
- Links to the Goal
- Identifies the collaboration across a building or district that needs to occur to achieve the goal
- States: Who will be able to do what, by when, as measured by what
- Addresses structures, systems or processes that are not content specific

Example: We will collaborate to improve school climate for all students through the implementation of a positive behavior intervention and support system by 6/10/2016 as measured by data collection on behavior incidents.

Example: We will collaborate to align instruction, assessment and supports to the Common Core State Standards and State Standards by 6/10/2016 as measured by Surveys of Enacted Curriculum results.

STRATEGY

What you see in ASSIST:

- Strategy Name: <insert name>
- How Will the Strategy Work: <insert text>
- State the Research Used to Support this Strategy: <insert text>
- Must be research-based
- Describes an adult action – what adults will do to implement the measurable objective
- Links to the measurable objective
- Addresses system practices that were identified as challenges through the Comprehensive Needs Assessment.
- Focuses on improving building- or district-level systems, processes or procedures that support student achievement

Example: "Each building will implement a positive behavior and intervention support system that aligns with the district model."

Example: "The district curriculum council will form content area collaborative workgroups that span all grade levels to align all instruction, assessments and supports."

Research:

- Identify the research that supports the strategies
- Provide a brief summary of the research

Example: Research – What Works Clearinghouse, Assisting Students Struggling with Mathematics, Response to Intervention (RTI) for Elementary and Middle Schools. Instruction during the intervention should be explicit and systematic.

ACTIVITIES

What you see in ASSIST:

- Activity Name: *<insert text>*
- Activity Type: *<choose from drop-down>*
- Activity Description: *<insert text>*
- Begin Date: *<choose from calendar>*
- End Date: *<choose from calendar>*
- Funding Source: *<choose from drop-down>*
- Funding Amount: *<enter number – no dollar sign>*
- Responsible Staff: *<insert text>*

In the *DIP (not the School Improvement Plan) there is an additional step: The Activity Applies to:

- All Schools in the System: *<click radio button>*
- Let Me Choose Which Schools: *<choose from drop-down>*

Activity Criteria:

What needs to be done so that staff or teams:

- Are ready to implement the strategy
- Have a strong plan for implementation of the strategy
- Have a plan to monitor and evaluate the implementation

The activity must demonstrate a clear connection with the Consolidated Application budget detail.

Funding Sources are connected to the Activities that support the implementation of the Strategy. Field Services Consultants can review these activities in: Activity Summary by Funding Source. Here is a sample summary of a priority school using an organizational goal and the Title I set asides:

Activity Name	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Positive behavior supports - professional learning on implementing schoolwide PBS; focus on systems, outcomes, data, and practices	Professional Learning	9/3/15	6/6/16	\$10,000	Title I, Part A	Director of Organizational Learning, Building Administrators and Teachers