McREL Statewide System of Support (SSOS) Information

1. North Dakota's statewide system of support's goals, objectives, and benchmarks are outlined in the following three documents:
   - ✓ Strategic Plan
     - ▪ Brochure w-DPI formatting.doc (Attachment)
   - ✓ Consolidated State Application – Refer to pages 43-46 of the June 2002 Submission at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/plan.shtm
   - ✓ 1003(g) Application
     - ▪ Application to USDE for 1003(g) Funds.doc (Attachment)

2. Offices and entities with the SEA and outside the SEA that make up North Dakota's statewide system of support include:
   - ✓ North Dakota School Support Team
     - ▪ VISUAL list of SST members for McREL.doc (Attachment)

3. Role descriptions for each person, office, or entity within the statewide system of support are described in the following documents:
   - ✓ Biographies of School Support Team Members – www.dpi.state.nd.us/title1/resource/support/bios.pdf

4. Please refer to Number 5. Descriptions for the role of distinguished educators are included in the response to Number 5.

5. Descriptions of the role of distinguished educators and the role of support teams are included in the guidance and attachment to our contracts.
   - ✓ School Support Team Policies.doc (Attachment)
   - ✓ Schedule 1.doc (Attachment)

6. A description of the role of other consultants is available at www.dpi.state.nd.us/title1/progress/contact.pdf on the document titled "Who to Contact for Program Improvement Technical Assistance."

7. Criteria or rubric to determine which districts and schools receive services from the statewide system of support.
   - ✓ Any Title I school that shows a need can request permission to utilize the School Support Team. Members are selected in certain circumstances to work with schools on a specific issue in need.
   - ✓ This school year, the Statewide System of Support within the School Support Team has focused on the schools and districts in need of improvement which can be accessed at www.dpi.state.nd.us/title1/progress/current.shtm.
   - ✓ Members were assigned specific schools and districts to serve as their mentor for the year.
     - ▪ SST PI School Assignments.doc (Attachment)

8. A description of the criteria and assessment methods used to determine the intensity and duration of service a district or school receives.
   - ✓ Members were requested to make initial contacts with each assigned program using a questionnaire script.
     - ▪ School Support Team Mentoring Questionnaire.doc (Attachment)
   - ✓ As part of the questionnaire, those contacted were asked if they needed assistance with any specific aspects in regard to their improvement status.

- ✓ School Support Team members that were requested to visit schools then worked out the contracting process with the school/district to be paid for services; a formal letter from the state Title I office was sent.
  - Example Email to Schools Wishing Contact with Team Members.doc (Attachment)
  - Mentor Professional Agreement.doc (Attachment)
- ✓ Members were then requested to document any communication that has taken place throughout the year.
  - SST Program Improvement Schools Communication Log (Attachment)
  - SST Program Improvement Schools Communication Log1 (Attachment)

9. A description of the criteria and assessment methods used to determine the type of service a district or school receives.
   - ✓ Generally schools and districts indicate to the School Support Team members what type of assistance they would like to have provided.
   - ✓ This school year, the state Title I office has taken a more active role in providing services to assist the preparation of the team members to provide on-going services to schools and districts in need of improvement. Each month, a conference call with team members and our external provider of support (McREL) along with other outside experts, have provided training and overviews on a variety of topics
     - SST Meeting Agendas and Information 07-08 (Attachment)
   - ✓ Notes of attendance and discussion points are also provided to all team members after each meeting
     - [Dates]SST Notes.doc (Attachments)
   - ✓ To provide better services to our schools and districts in need of improvement, we have recently conducted a survey of need areas.
     - MEMO To Schools.doc (Attachment)
     - Survey to PI Schools.doc (Attachment)
     - Results.xls (Attachment)
   - ✓ After conducting a needs assessment to determine type of services that districts and schools are in need of receiving, we then conducted a needs assessment of our School Support Team members to assess the areas where they need further training in order to provide assistance to schools. It is anticipated that the needs of schools and needs of members will be used to drive the conference call trainings.
     - Survey to School Support Team Members Training Ideas – March 2008 (Attachment).
   - ✓ The state Title I office, School Support Team, and members of McREL are also planning to hold an optional data retreat for schools and districts in need of improvement. This will give the SST members and McREL a chance to work together to provide intense assistance in this area. During the upcoming state Title I Program Improvement Workshop, April 21, 2008, a pre-retreat session will be held at the end of the day for these schools/districts to participate. All School Support Team members will be present at this conference and it is anticipated at the end of the day, those schools/districts wishing to attend will receive a short data readiness training that will be the lead-in activity to the intense data retreat scheduled for June 9 and 10, 2008. School Support Team members will use the next few conference calls to train for these upcoming events and may also request further data information from participating schools/districts to prepare for the event.

10. State websites that assist schools and districts with improvement and a brief description of the purpose of each is located at www.dpi.state.nd.us/title1/progress/resources.pdf on the document titled "Resources Available for Schools and Districts Identified for Program Improvement."

VISION

All students achieve their maximum potential and become lifelong learners through school and community.

MISSION

To ensure a uniform, statewide system for effective learning.

GOALS

- Align all elements of public education to help students achieve academic success.

- Promote health and wellness initiatives that provide a safe and nurturing environment that encourages community involvement and embraces diversity.

- Ensure a comprehensive system of accountability for results-based decision making.

- Build capacity to ensure a uniform educational system that meets or exceeds established standards.

BELIEF STATEMENTS

ALL STUDENTS MUST BE READY TO LEARN.

ALL STUDENTS MUST BE PREPARED FOR POST-SECONDAY EDUCATION AND/OR WORK.

SCHOOLS MUST PARTNER WITH AND SUPPORT PARENTS AND COMMUNITIES.

A HIGH QUALITY EDUCATION SYSTEM MUST BE ACCOUNTABLE TO THE PUBLIC.

NORTH DAKOTA

DEPARTMENT OF PUBLIC INSTRUCTION

A STRATEGY AGENDA

FOR THE

DEPARTMENT OF

PUBLIC INSTRUCTION

Title I Office

MISSION

It is the mission of the State Title I office to provide guidance, resources, and oversight to help schools and districts implement research proven practices which will enable "at-risk" students to meet challenging state standards.

INTRODUCTION TO DPI'S STRATEGIC PLAN

The North Dakota Department of Public Instruction's Strategic Plan is a living, breathing document that provides a blueprint for success to help ND students reach their maximum potential. Each major DPI program has developed an individual plan that aligns and integrates state and federal programs with broad, organization-wide goals and strategies.

This document links objectives and activities of the Title I Office to the Department of Public Instruction's overall Strategic Plan. The **Objectives** state the desired purpose or outcome of Title I initiatives; **Activities** define what needs to be done and what needs to be measured to accomplish agency goals.

RAISE STUDENT ACHIEVEMENT

Objective: All children reach proficiency on challenging state standards and assessments in reading and math.

Activity: Ensure student access to scientifically-based instructional strategies for challenging academic content in reading and math.

Activity: Target funds to impact students with the lowest achievement levels.

Activity: Provide educators with professional development opportunities that are sustained, intensive, and focused on reading and math content.

Activity: Identify schools in need of improvement; notify schools of identification status so parents are informed of Title I supplemental services/choice options in a timely manner.

Activity: Increase the number of state-approved

COMMUNICATE EFFECTIVELY

Objective: Title I regulations and available resources are effectively communicated to school personnel.

Activity: Develop a multitude of methods to disseminate information and communicate with districts and schools.

Activity: Collaborate and partner with various state and national agencies.

UTILIZE DATA

Objective: Student achievement data is used to determine progress towards Adequate Yearly Progress.

Activity: Annually identify districts and schools in need of improvement.

Activity: Annually review assessment data to assist schools and districts in developing an improvement plan.

Activity: Use data to recognize distinguished schools.

Activity: Ensure collection of data for consolidated reporting.

CLOSE THE GAPS

Objective: A system of support is in place to assist districts and schools identified as needing improvement.

Activity: Provide flexibility of Title I funding for extended-time programs.

Activity: Provide districts and schools in program improvement with technical assistance, including adoption of successive stages of interventions, corrective action and restructuring, as necessary.

Activity: Provide training and support to schools through the Title I school support team.

Activity: Develop a system to monitor and evaluate the performance of supplemental service providers, including standards for evaluating provider effectiveness.

Onsite technical Assistance

School personnel may request onsite technical assistance from both the NDDPI personnel and other entities as part of the statewide system of support, such as the School Support Team or the Standards Awareness Team. After the NDDPI held regional workshops in April 2002 to in-service staff on the newly reauthorized law, several school districts requested the NDDPI personnel to in-service all school staff in their districts on the NCLB.

In addition, the NDDPI often will target certain districts for onsite technical assistance visits. The State Title I office has established a New Teacher Program. Any LEA that lists a new Title I teacher on the Consolidated Application is contacted by the State Title I office. The NDDPI staff offers to conduct an onsite visit to provide technical assistance and review all components of the Title I program.

The NDDPI provides technical assistance on an individual basis as needed and as an element of the monitoring process. This information is gleaned from visits with school districts, monitoring visits, information from reports, etc. Technical assistance may be provided by state staff or other state or private service providers, depending on the nature of the technical assistance required.

4.   Describe the Statewide system of support under section 1117 for ensuring that all schools meet the State's academic content and student achievement standards, including how the State will provide assistance to low-performing schools.

The NDDPI has created a statewide system of support to ensure that all schools meet North Dakota's academic content and student achievement standards. Our statewide system of support consists of a wealth of resources to meet the needs of school personnel. These include the following:

• **State Title I Staff**–The State Title I office has six program staff who provide a variety of technical assistance to school personnel. Program staff participate in new teacher visits, providing staff new to the Title I program with an overview of the program and regulations. All program staff are available and are often asked to be present at school board meetings and staff meetings regarding Title I policies, regulations, and effective strategies. All program staff participate in creating guidance and sample documents for the Title I website for school personnel to access.

• **A statewide School Support Team** has been developed and in place for the past five years. Members of the School Support Team are comprised of distinguished educators regionally located throughout North Dakota. Members of the North Dakota State School Support Team are required to stay educated and current on the Title I programs and issues. In addition, the members provide technical assistance to school personnel, which is not limited to but may include the following:

o Respond to telephone inquiries related to Title I programs.

o Present on Title I related topics at before- and after-school staff meetings.

o Assist in the creation of school compacts and professional development plans by providing resources and information.

o Assist with the process of screening and prioritizing children for Title I services.

o Meet with new Title I teachers and give them an overview of the program and its requirements.

o Provide Title I staff and administrators with technical assistance on issues pertaining to Title I.

North Dakota has been publicizing and encouraging school personnel to utilize the School Support Team. Each year, as word gets out on the benefits of the services, the team is utilized more and more. So far it has not been an issue to prioritize their services. However, if it gets to that point, School Support Team members are instructed to give priority to schools that have been identified for Program Improvement.

- **Committee of Practitioners**. The State Title I office has a statewide Committee of Practitioners as required by federal law.

  The Committee of Practitioners includes members of the following stakeholder groups: administrators, teachers, parents, members of school boards, individuals from the private school sector, and representatives of vocational/adult education.

  It is the Committee of Practitioners' role to "…review before publication any final rule or regulation" pertaining to Title I.
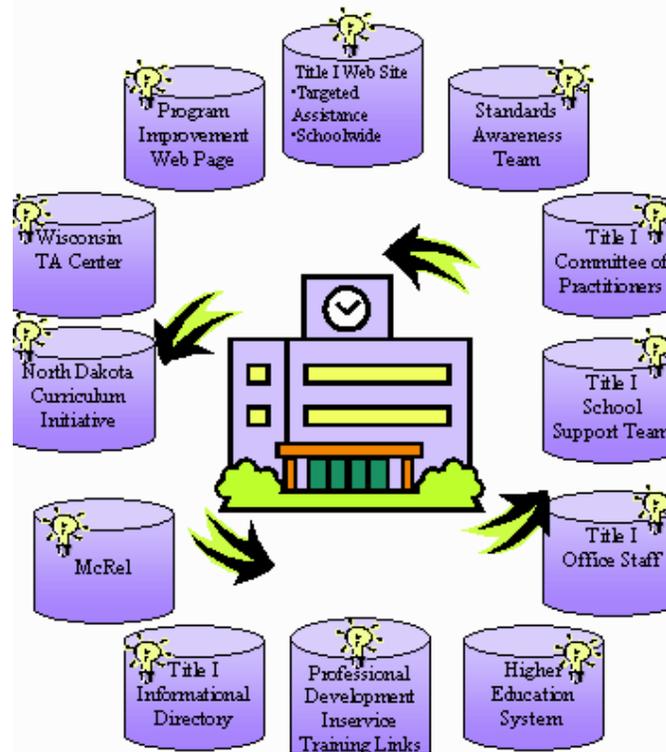
  Committee members are often asked to review and be aware of various issues in Title I, including standards development, the state assessment system, and other current issues. This also includes awareness of the following programs within Title I Even Start Family Literacy, Homeless Children and Youth, Migrant Education, Comprehensive School Reform, and the new Reading First program.

- **Standards Awareness Team.** See the Professional Development section of this Consolidated State Application on page 37 for further information on the Standards Awareness Team.

- **NDDPI website**. An extensive website has been developed with a wealth of information available online to assist school personnel. The website is divided into two sections: targeted assistance and schoolwide and can be accessed at http://www.dpi.state.nd.us/title1/index.shtm.

- **The North Dakota Curriculum Initiative**. See the Professional Development section of this Consolidated State Application on page 37 for further information on the North Dakota Curriculum Initiative.

- **North Dakota University System**. The NDDPI works collaboratively with North Dakota's higher education system. The State Title I office requires all Title I teachers to hold a Title I credential and works with the universities in North Dakota on courses needed to obtain one of these credentials. In addition, many of the workshops and conferences that are sponsored by the NDDPI usually offer graduate credit. The NDDPI has several employees that are considered "instructors" for the universities. The NDDPI works with the North Dakota University System to collaborate on these and other issues.

- **Mid-continent Research for Education and Learning (McREL)**. See the Professional Development section of this Consolidated State Application on page 37 for further information on McREL.

- **Wisconsin Technical Assistance Center**. The Comprehensive Center-Region VI (CC-VI) is administered through the Wisconsin Center for Education Research (WCER), School of Education, University of Wisconsin-Madison (UW-Madison). The Center is part of a federally-funded network of technical assistance centers that supports and assists states, districts, and schools to meet the needs of children served under the Improving America's Schools Act

(IASA), which reauthorized programs under the Elementary and Secondary Education Act (ESEA) of 1965. Priority for services is given to high-poverty schools and districts, Bureau of Indian Affairs (BIA) schools, and IASA recipients implementing schoolwide programs. The CC-VI is organized in a collaborative partnership with subcontractors at the United Tribes Technical College (UTTC) in Bismarck, North Dakota. Five themes, central to IASA, guide the technical assistance activities and other services of the CC-VI, as for all Comprehensive Centers:

ο High standards for all students;

ο A focus on teaching and learning;

ο Partnerships among families, communities, and schools that support student achievement so that they meet high academic standards;

ο Flexibility intended to encourage local school-based and district initiatives, combined with accountability for results; and

ο Resources targeted to areas of greatest need.

- **Title I Informational Directory.** The directory was created in response to the needs of Title I teachers who requested contact information regarding programs and services in Title I. This directory contains a vast variety of contacts for information regarding programs, activities, forms, requirements, and technical assistance pertaining to the Title I program. This directory is divided into two sections. The first section is a listing of individuals who are great contacts for information of different programs implemented under Title I, and the second part is several pages of websites. See the Title I website at http://www.dpi.state.nd.us/title1/targeted/resource/directry/index.shtm.

- . **Professional Development In-Service Training Links**. The State Title I office has put together a list of several individuals and groups to in-service individuals on reading, math, science, and social studies and other miscellaneous subjects. For more information on these lists, see the Title I website at: http://www.dpi.state.nd.us/title1/profdev/index.shtm

North Dakota Statewide System Of Support

Title I Web Site
•Targeted Assistance
•Schoolwide

Program Improvement Web Page

Standards Awareness Team

Wisconsin TA Center

Title I Committee of Practitioners

North Dakota Curriculum Initiative

Title I School Support Team

McRel

Title I Office Staff

Title I Informational Directory

Professional Development Inservice Training Links

Higher Education System

5.   *a. Describe the activities the State will conduct to help Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps the SEA is taking and will take to modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate federal, State, and local funds for schoolwide programs.*

The State Title I office invests a great deal of time informing schoolwide schools on effective practices for comprehensive school improvement, including sharing best practices and the latest research on effective methods for raising the achievement of all students at the school. The State Title I office provides recommendations and advocates schoolwide program flexibility options several ways, including the following:

- Sharing information via the Title I Schoolwide website.
- Sending memos regularly on the latest schoolwide issues.
- Hosting Title I conferences that address Schoolwide issues and include presentations on the latest research in school reform as well as examples of successful schoolwide programs.
- Monitoring visits to the schools.
- Having a member of the North Dakota School Support Team whose specialty area is schoolwide programming and who is available for visitations to schools.

School Improvement Fund
State Application
For
North Dakota
Section 1003(g)
Fiscal Year 2007

Part A – Funds Retained by the SEA

1. North Dakota's school improvement grant (1003(g)) is $284,321. The state of North Dakota will retain $14,216 (5%) from Section 1003(g) for state-level activities.

2. The North Dakota Department of Public Instruction has created a statewide system of support, as required under Section 1117, to ensure that all schools meet North Dakota's academic content and student achievement standards. Our statewide system of support consists of a wealth of resources to meet the needs of school personnel. Sustained support for LEAs and schools in improvement is provided by several entities, some of which include:

    - State Title I Staff – The state Title I office has six program staff that provide a variety of technical assistance to school personnel. All program staff participates in creating guidance and sample documentation to publish on the Title I website for school personnel to access.

    - School Support Team – A statewide School Support Team has been developed for North Dakota. Members of the School Support Team are comprised of distinguished educators regionally located throughout North Dakota. Members of the School Support Team are required to stay educated and current on the Title I programs and issues. The members provide in-depth technical assistance to schools identified for improvement, particularly with those in the corrective action and restructuring phases.

        Our School Support Team works closely with the North Central Comprehensive Center to receive additional support and training in order to more effectively assist schools and districts identified for improvement.

        North Dakota intends to use the 5% ($14,216) set-aside for state-level activities such as to support statewide efforts such as School Support Team training, our annual improvement conference in the spring of 2008, and create additional resources for schools and districts.

    - North Dakota Parental Involvement Resource Center (NDPIRC) – NDPIRC is a statewide Parent Information Resource Center aimed at providing parents, schools, and family-based organizations with information and assistance to understand how children develop and what they need to succeed in school. They work closely with parents, educators, and community organizations to strengthen partnerships so that children can reach high academic standards.

        NDPIRC offers workshops such as "Preparing for School Success" and "What Every Parent Needs to Know about NCLB." The NDPIRC training team will present workshops, free of charge, in all North Dakota communities.

North Dakota will use the funds available to the SEA under Section 1003(g) to build capacity at the LEA and school levels to improve student achievement, mainly through expanded use of our North Dakota School Support Team. We are limited in our capacity to provide training and technical assistance to our School Support Team due to the limited amount of funds we are allowed to retain at the SEA level from our 1003(a) dollars. The additional 1003(g) funds will enable us to expand our work with the North Central Comprehensive Center to provide further training to our North Dakota School Support Team so that they can continue their work with schools in improvement. Instead of the 3-4 scheduled trainings for the 2007-2008 school year, the additional funds will enable us to offer up to 8 trainings that will be facilitated by the North Central Comprehensive Center. The School Support Team members will then be able to build capacity at the LEA and school level to employ effective instructional strategies targeted to the areas that led to the identification for improvement.

3. North Dakota will implement the following two strategies as listed in the application guidance in utilizing the 1003(g) funds at the state level:

Strategy 3: Create partnerships among SEA, LEAs, and other entities for the purpose of delivering technical assistance, professional development, and management advice.

We chose Strategy 3 pertaining to partnerships so we can continue to work with the North Central Comprehensive Center to provide additional training to our School Support Team.

Strategy 4: Provide professional development to enhance the capacity of School Support Team members and other technical assistance providers who are part of the statewide system of support and that is informed by student achievement and other outcome related measures.

We chose Strategy 4 because it is our intent to provide additional professional development to School Support Team members to better enable them to provide customized technical assistance to schools in improvement and share research-based strategies and practices to address their academic achievement problems.

Part B – Funds Awarded to LEAs

1. The State of North Dakota will allocate $270,105 (95%) of Section 1003(g) funds **separately** to LEAs, as our 1003(a) funds have already been awarded. We will use a competitive process for schools in the corrective action and restructuring phases of improvement. The state Title I office has developed an application for schools in improvement to apply for these funds. Log on to www.dpi.state.nd.us/forms/sfn52823.pdf to view this application.

   a. Greatest Need
      LEAs eligible to apply for 1003(g) funds are those with schools in the corrective action, planning for restructuring, and restructuring phases (years three through five) of the school improvement timeline. Further priority will be given to:

- LEAs with the largest number of schools in any of these three categories,
- LEAs with schools in the restructuring phase, and
- LEAs that score the highest on an established rubric to help determine greatest need.

We believe the schools who meet these criteria have the greatest need for additional funding.

b. Strongest Commitment

North Dakota will use the application that schools complete to determine "strongest commitment." The application requires the LEA to describe the needs assessment data they will use to determine school improvement activities and describe the research that supports the activities. The responses will be reviewed to determine which schools demonstrate a strong commitment to raising achievement through the use of data and research. In addition, applications will be reviewed for inclusion of a strong evaluation component that will demonstrate commitment to sustaining the school improvement process.

There are only eight districts with schools in the corrective action, planning for restructuring, and the restructuring phases of the improvement process so there will not be a significant number of schools applying for these additional funds. If we do have more schools apply than there are funds available, we will give priority to LEAs with the largest number of schools in any of these three categories, LEAs with schools in the restructuring phase, and LEAs that score the highest on an established rubric to help determine greatest need.

The state Title I office plans to use the 1003(g) funds to continue with the process that has been developed and approved for the use of the 1003(a) funds. We have been extremely pleased with the quality of the activities that are being conducted. Since the inception of NCLB, 17 schools have been removed from improvement status. These schools all report that the additional funds that they received were a contributing factor to their success. It is advantageous that an effective process is in place because the schools may access the funding immediately after it becomes available, and our schools in improvement are familiar with this established process. These school improvement funds present an opportune mechanism for providing additional assistance to our schools that have been identified for improvement. By continuing with this process, we believe we have created an opportunity for low performing schools to help their students achieve to high standards.

A follow-up report and annual report have been developed that asks the schools to measure the effectiveness of the improvement activities. These reports have been promising in showing that the activities conducted have helped the schools reach their target goals.

North Dakota will carefully review each LEAs application to determine their commitment to making structural changes designed to improve student achievement.

North Dakota assures that each grant awarded will not be less than $50,000 or more than $500,000 for each participating school. The quality of each application will be reviewed to determine if the proposal is of sufficient size and scope to support the activities required under Sections 1116 and 1117. The application process includes a

detailed budget which will be reviewed to determine if the amount requested is of sufficient size and scope to support the activities listed in the application proposal.

As previously stated, the 1003(a) funds have already been awarded. However, LEAs will still be encouraged to integrate these 1003(g) funds with those dollars, as well as their Title I funds. They can request to expand initiatives that were approved with the 1003(a) funds. For example, many schools were approved to use the 1003(a) funds for professional development. These additional funds could be used to provide further training on the selected topic to sustain their training efforts. Several schools were approved to provide extended day services in their building. These funds could be used to further strengthen that program that they have already established by adding additional staff or resources to the program. Eligible schools will be encouraged to integrate these 1003(g) funds with the 1003(a) funds that they were awarded last fall to build on and expand current initiatives.

North Dakota will not renew LEA grants for up to two additional one-year periods. Most schools identified for improvement elect to submit a yearly improvement plan. We feel it is more appropriate for schools to apply for these funds, if appropriated in subsequent years, on a yearly basis to align with their improvement plan. The follow-up reports are also required on a yearly basis. It is more feasible and efficient to determine if schools are meeting the goals for improvement if they are reviewed on a yearly basis. Since North Dakota is a small state and at this time, we have relatively few schools in improvement, the state Title I office has the capacity to address these issues on an annual basis.

2. North Dakota assures that the LEA application will address these two issues:
   a. In our correspondence to LEAs inviting them to apply for the 1003(g) funds, we will provide the five school improvement strategies that they may choose from to use these funds. The state Title I office will review the applications to ensure that one or more of the strategies are being implemented. Our application requires LEAs to list the needs assessment data used to identify the activities that will be funded.

   b. The state Title I office will review each application to ensure that the strategies contribute to achieving their objectives in their school improvement plans and/or other goals necessary for them to exit their restructuring status. All school improvement plans have been peer reviewed and returned to school personnel for review.

3. North Dakota will assess the effectiveness of the school improvement activities through the reporting process that has been established. Schools are required to submit a follow-up report annually, which assesses whether the funds were spent according to how they were approved. In addition, all schools in improvement must complete an annual report which requires that they report progress made toward reaching their goals, evaluates their school improvement plan, discusses the success of their restructuring efforts, and describes how they will make changes for the subsequent school year. These reports will be reviewed each summer to evaluate the effectiveness of their school improvement activities.

North Dakota's process for disseminating information on what works to other LEAs within the state is mainly accomplished through our in-service trainings and our extensive website. We sponsor several trainings and workshops annually which always highlight available resources. In addition, we are constantly adding new resources and information to our Title I website. A

few examples include the creation of a "What Works" document disseminated at our annual program improvement workshop last year, and subsequently made available to others on our website, and the recent establishment of a monthly Research/Resources Report which highlights new resources and research, and is electronically shared each month with all Title I schools in the state.

Part C – Monitoring

As stated in the previous section, North Dakota monitors the effectiveness of the school improvement strategies through the reporting process that is currently in place.

In addition, we actually monitor schools in improvement to ensure all of the required school improvement provisions are being met. We are in the process of creating a self-monitoring tool that schools in improvement would complete and submit to the state Title I office for review. Schools receiving these funds would be required to complete a specific section of the self-monitoring tool reporting on these funds.

Schools in improvement are informed in writing and at our annual workshop that once they move into corrective action and beyond, the state has increased oversight into how their Title I and school improvement funds are utilized.

The state has had to deny activities in both the consolidated application using Title I funds and the school improvement applications using 1003(a) funds because we didn't believe that the activities would contribute to increased student achievement. Therefore, we have an established oversight process in place. The 1003(g) funds would be monitored in the same way to ensure the effectiveness of the strategies selected and implemented by LEAs.

North Dakota Title I School Support Team
2007-2008

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- **Nita Wirtz, Assistant Director**
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Title I School Support Team—An Overview of Policies

Purpose

The purpose of the ND Title I School Support Team is to provide an extension of technical assistance opportunities from the State Title I office to Title I practitioners in the field. Per direction from the U.S. Department of Education, the School Support Team must increase its focus on working with schools that have been identified for program improvement. Members of the School Support Team should be experienced Title I professionals who are familiar with various aspects of Title I programming and requirements. Members of the team must be vigilant in staying updated in the latest happenings in Title I law, both on a national and state basis.

General Policies

Due to changes brought about by the "No Child Left Behind" Act, funds for supporting the School Support Team from the state office are limited, so it is important that members of the team understand their role and the responsibilities given to them.

- The main purpose of the team is to provide technical assistance to North Dakota Title I practitioners on the implementation of Title I requirements at the local level. All team activities that are charged to the State Title I office should relate directly to this purpose of Title I implementation. As stated, the School Support Team will be increasing its focus on working with schools that have been identified for program improvement.

- Team members are expected to visit other Title I teachers or schoolwide principals in the state to provide guidance and feedback on Title I implementation.

- If a project goes beyond the scope of guidance and feedback on basic Title I programming, team members are asked to contact the State Title I office and get authorization that the event is an allowable activity for reimbursement as a school support team member before agreeing to participate.

- All activities are paid at a rate of $25/hour. Team members must log each activity and the specific work required of them on the Time Documentation Form (SFN #53218) and submit the time documentation with an Expense Claim for Non Department Employees (SFN #9007).

- For budgeting purposes, school support team members must submit an Expense Claim and Time Documentation form on a **month-by-month** basis. For example, any expenses incurred in October should be claimed no later than the month of November.

- All team members are given a $500 stipend for agreeing to be a Title I School Support Team member. The purpose of this stipend is to cover miscellaneous such as quick telephone calls, reading informational packets or updates sent to team members from the State Title I office, and other miscellaneous activities that require very little time. Half of the stipend may be requested upon initiation of the contract and the other half may be requested at the end of the contract year.

Meeting/Conference Policies

The following are the policies that we will use whenever you are seeking reimbursement for attending conferences/workshops as a member of the School Support Team.

- If we require you to attend the meeting (such as our annual training) we will: a) pay you per hour for the number of hours you attend the meeting/conference; b) pay per hour for the number of hours you spend traveling to the conference; and c) reimburse you for the travel expenses incurred while attending the conference (meals, lodging, and mileage, at State rates). One exception to this rule is if you live within residence of the meeting/conference location and it is within normal working hours, expenses for meals and travel are not reimbursable, according to OMB regulations.

- If you attend a function that you would attend regardless of whether or not you were a member of the school support team, we will not reimburse you for your attendance. For example, when you attend a Title I Regional Workshop/Conference, the NDRA conference, and the Title I Fall Conference, you would not be reimbursed or paid for your attendance from the School Support Team contract. Of course, if these are events that you would not attend if it were not for your membership on the team and we specifically request that you attend, then this would fall under the first category and we would be able to cover reimbursements.

- If you wish to attend a function that you believe would help you in your capacity to serve on the School Support Team, but it is not an event that we host or have asked you to attend, we would reimburse you for the registration fee and travel expenses. However, we would not pay you per hour for the time you spend attending such an event or your travel time to get to the event. All functions that fall under this category would need prior approval from the State Title I office in order to receive reimbursement.

SCOPE OF SERVICES
SCHEDULE 1

The Contractor Will:

- As a member of the School Support Team, stay educated and current on the Title I program and issues.

- Provide Title I technical assistance to school personnel which is not limited to but may include the following:
  - o Respond to telephone inquiries related to Title I programs.

  - o Present on Title I related topics at before- and after-school staff meetings.

  - o Assist in the creation of school compacts and professional development plans by providing resources and information.

  - o Assist with the process of screening and prioritizing children for Title I services.

  - o Provide Title I staff and administrators with technical assistance on issues pertaining to Title I.

- Participate in the "New Title I Teacher Project," involving both a State-level training and fall visitations to any new Title I teachers in his/her area at the beginning of the 2007-2008 school year or provide technical assistance to schools in the planning year for schoolwide programming including a fall visitation.

- Provide technical assistance to schools and districts that have been identified in need of improvement**.**
  - o Initial telephone correspondence working with assigned schools.

  - o Telephone conferences and meetings as needed with McREL and State personnel to set up assigned visits.

  - o Initiate and conduct site visits as contracted with by assigned schools to provide technical assistance.

PROFESSIONAL FEE & PAYMENT TERMS

The Contractor Will:

- Receive a $500 professional fee for serving as a member of the School Support Team for a one-year period.

- Receive $25.00 per hour for Title 1 services provided in accordance with this contract based on the "Time and Effort" log.

- Document hours of work performed on the provided "Time and Effort Log" and certify the information by signing and dating the form.

- Submit on a monthly basis form SFN 9007, "Expense Claim for Non-Department Employee," with a completed time log and the required receipts for travel and miscellaneous expenses.

- Request on form SFN 9007 $250 of the $500 professional fee following approval of the contract and the final $250 at the end of the contract period.

2007-2008 School Support Team Program Improvement School Assignments

School Support Team Member	School Assigned	School Contact Individual	School Address
Paula Rogers	Dunseith Elementary School	** Lana Decoteau, Authorized Representative Phone: (701) 244-0480 Email: lana.decoteau@sendit.nodak.edu	(M) PO Box 789 (S) 101 2nd Avenue SW Dunseith, ND 58329 Principal: Rebecca Bless Phone: (701) 244-5792
	Dunseith High School		Principal: Jorgen Knutson Phone: (701) 244-5249
	Warwick Elementary School	Charles Guthrie, Authorized Representative Phone: (701) 294-2561 Email: Charles.W.Guthrie@sendit.nodak.edu ** Title I Coordinator: Jodi Wellman	(M) PO Box 7 (S) 210 4th Ave Warwick, ND 58381 Principal: Steve Jacobson Phone: (701) 294-2561
Paula Rogers and Shawneen Voiles	Turtle Mountain Elementary School	Roman Marcellais, Authorized Representative Phone: (701) 477-6471 Ext. 479 Email: Roman.Marcellais@sendit.nodak.edu ** Title I Coordinator: Debbie Poitra	(M) PO Box 440 (S) Hwy 5 E Belcourt, ND 58316 Principal: David Gourneau Phone: (701) 477-6471 Ext. 314
	Turtle Mountain Middle School		Principal: Louis Dauphinais Phone: (701) 477-6471 Ext. 270
	Turtle Mountain High School		Principal: vacant Phone: (701) 477-6471 Ext. 222
Shawneen Voiles	Eight Mile High School – Trenton	Michael O'Brien, Authorized Representative Phone: (701) 774-3361 Email: michael.obrien@sendit.nodak.edu ** Title I Coordinator: Lori Olson	(M) PO Box 239 (S) Co Hwy 1804 Trenton, ND 58853 Principal: Greg Svihl Phone: (701) 774-8221
	Williston Middle School	Lynn McCoy, Authorized Representative Phone: (701) 572-1580 Email: Lynn.Mccoy@sendit.nodak.edu	(M) PO Box 1407 (S) 1201 9th Ave NW Williston, ND 58801 ** Principal: Marcia Armogost Phone: (701) 572-5618 Ext. 101

** The contact person for each school district is indicated with a double star.

2007-2008 School Support Team Program Improvement School Assignments

Tanya Lunde Neumiller	Four Winds Community High School	Wayne Trottier, Authorized Representative Phone: (701) 766-1435 Email: Wayne.Trottier@sendit.nodak.edu ** Title I Coordinator: Liz Nelson	(M) PO Box 239 (S) 7268 Hwy 57 W Fort Totten, ND 58335 Principal: Vacant Phone: (701) 766-1412
	White Shield Elementary School	Ioane Schmidt, Authorized Representative Phone: (701) 743-4350 Ext. 205 Email: Ioane.Schmidt@sendit.nodak.edu	(M) 2 2nd Ave W Roseglen, ND 58775 (S) 2 2nd Ave W White Shield, ND 58775 ** Principal: Roberta Shegrud Phone: (701) 743-4350 Ext. 237
	White Shield High School		Principal: Karen Groninger Phone: (701) 743-4350 Ext. 204
Jean Hall	Fort Yates Elementary School	** Clyde Naasz, Authorized Representative Phone: (701) 854-2142 Ext. 116 Email: Clyde.Naasz@sendit.nodak.edu	(M) 9189 Hwy 24 (S) 105 N Agency Ave Ft Yates, ND 58538 Principal: Lucy Fredericks Phone: (701) 854-3865
	Fort Yates Middle School		Principal: Tomi Kay Kuntz Phone: (701) 854-3819
	Fort Yates High School		Principal: Mike Talley Phone: (701) 854-3461
	Selfridge High School	** Jim Gross, Authorized Representative Phone: (701) 422-3353 Email: Jim.Gross@sendit.nodak.edu	(M) PO Box 45 (S) 210 2nd Ave S Selfridge, ND 58568 Principal: Jim Gross
Bill Demaree	Mandaree Elementary School	** Peggy Herz, Authorized Representative Phone: (701) 759-3311 Ext. 141	(M) PO Box 488 (S) 1 Warrior Circle Mandaree, ND 58757 Principal: Peggy Herz Superintendent: Keith Jacobson
	Solen High School	** Alan Bjornson, Authorized Representative Phone: (701) 445-3331 Ext. 103 Email: al.bjornson@sendit.nodak.edu	(M) PO Box 128 (S) 902 E Broadway Solen, ND 58570 Principal: Al Bjornson
	Twin Buttes Elementary School	** Sandy Starr, Authorized Representative Phone: (701) 938-4396 Email: sandy.starr@sendit.nodak.edu	(M) 7997 7A St NW Halliday, ND 58636 Principal: Chad Dahlen Phone: (701) 938-4396 Ext. 100

** The contact person for each school district is indicated with a double star.

Title I School Support Team Mentoring Questionnaire

The following form is a checklist to include possible questions to guide you through your initial visit with program improvement schools. These questions will assist to provide further insight to determine if further training and assistance should be provided to your assigned program improvement schools. Remember your role is not only as a technical assistance provider to the school, but more importantly as a critical friend to the school leadership, (principal and other key staff) to work with their program improvement identification and issues.

Beginning Script

My name is _____ and I am a member of the ND Title I School Support Team. I have been a member of this group for _____ and I have been assigned by the State Title I office to serve as your mentor for the 2007-2008 school year. Today I would like to conduct an initial telephone interview with you to find out some background information that will assist me in helping you as your assigned mentor.

Optional Questions

Initial Background Questions:

1. How long has your school been identified for program improvement?
2. How long have you been employed in your position as _____ at this school?
3. What type of background do you have in education and program improvement at your school or with other schools that you have been employed?
4. According to the information in your program improvement plan, your school identifies _____ as the needs of your school? (Ask further questions to explore how the school has determined these needs and why they selected the particular goals of their plan).
5. According to the information in your program improvement additional funds application your school is requesting additional funding and plan to do ____ with your additional funding. What prompted you to choose the activities?
6. What successes do you believe your school has achieved in the last few years concerning your academic scores?
7. What areas do you believe your school has struggled with in the last few years?
8. What professional development already has been completed as part of the program improvement effort and what is currently being planned? What professional development is still needed?
9. Do you have a school improvement team? What has been (or will be) this group's role in program improvement? How clear is the group about their role? Does the group have a set of rules to follow for working together? To what extent do other staff members know about and implement the strategies in the program improvement plan?

<u>Questions for Planning an On-Site Visit</u>:

10. What do you anticipate receiving from these services? What specific outcome would you like for the visit?
11. What type of assistance can I provide to you, the school leader, to carry out your role in achieving adequate yearly progress?
12. In fulfilling the needs of your on-site visit, what type of training do you believe would be beneficial for your school:
    a. Review background information on program improvement
    b. Overview of required components of program improvement.
    c. Review of your program improvement plan
    d. Assistance with how to take your written program improvement plan and put it into action through implementation.
    e. Assistance determining what quality professional development entails and what type of services would be beneficial to your school.
    f. Review data and literature concerning what works for program improvement
    g. Information on using data including desegregation.
    h. Share resources regarding program improvement implementation
    i. Other: _____
13. In anticipation for the upcoming on-site visit at your school who do you intend to involve in this visitation: (Principal only) (Principal and Leadership Team only) (All Staff) (Leadership Team only) (Other: _____)? What role do you want to play during the meeting (e.g. facilitator/participant, participant only); emphasize the importance of the principal's participation?
14. How much time have you scheduled for this group visit? Where will we meet?
15. In anticipation for the upcoming on-site visit at your school, I would like to get three possible dates to conduct the training. It is intended that the training will not only include myself, but possibly other individual(s) from McREL. Therefore, the dates will be beneficial in coming up with a practical time to conduct the visit. (1st preference _____), (2nd preference _____), and (3rd preference _____)

Closing Notations

<u>Closing Comments for Initial Background Telephone Contact</u>:
Thank you for providing me with some background information on your school. If I can be of further assistance throughout the year, please do not hesitate to contact me.

<u>Closing Comments for Onsite Visit Preparation</u>:
At this time, I have completed my initial questionnaire with you for background information so that I may prepare for the on-site visit. I will now be taking this information back to the McREL preparation team, the State Title I office, and prepare the exact presentation and materials needed for your on-site visit. In the near future, I will contact you regarding the exact date of presentation, in the meantime, we will need to work together to prepare a Mentor Professional Agreement (see enclosed example) for my upcoming visit.

Example Email to Schools Requesting Contact with Team Members

Dear _____,

As you are aware from your initial telephone conversation with _____ (*name of school support team member*), the state Title I office has tried to broaden their assistance and outreach to schools identified for program improvement status. For the 2007-2008 school year, we have assigned all members of our Title I School Support Team to serve as program improvement school mentors. As part of this requirement, we requested that each member contact their assigned schools for an initial telephone interview with you to find out some background information that would assist them in helping you.

During this initial telephone conversation, you indicated to _____ that you would be interested in seeking further assistance from him as your mentor. As you are aware, it is the responsibility of LEA's that receive school improvement funding to implement strategies that are determined as most effective in addressing their school improvement needs. Creating partnerships among the SEA, LEAs, and other entities for the purpose of delivering technical assistance, professional development, and management advice is certainly one of these strategies. Congratulations on taking advantage of the use of our state Title I office school support team member.

At the present time, _____ has been working with the other members of the Title I School Support Team, the state Title I office, and our external provider, McREL, to come up with a variety of ideas to assist you with your school improvement needs. _____ indicated to me that during the initial telephone call, you requested a site visit at your school to discuss further options to assist you addressing your needs.

To date, the School Support Team contract has taken care of the time invested for ____ to make the initial contact with your school district and to follow up with his other team requirements; however, this year, extra funding was given to each program improvement school within their initial program improvement grant with the intention to implement effective strategies as indicated above. This email is just to remind you that before the visit takes place, your district will need to initiate and complete a Mentor Professional Agreement with your assigned school support team member. It will be your responsibility to contract with and process payment from your program improvement grant funding for your school support team mentor upon the completion of rendered services. A sample Mentor Professional Agreement is attached for your use.

If you have any questions regarding the application and reports, please do not hesitate to contact me at nwirtz@nd.gov or (701) 328-1876.

Sincerely,

Nita Wirtz

Assistant Director, Title I
North Dakota Department of Public Instruction
600. E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
Phone: (701) 328-1876
Fax: (701) 328-4770
Email: nwirtz@nd.gov

Attachment: Mentor Professional Agreement.doc

```
North Dakota Department of Public Instruction
Title I School Support Team

Mentor Professional Agreement
```

Contractor: _____   Address: _____

City: _____   State: _____   Zip: _____

Phone Number _____   Contractor Tax Identification No. (Soc. Sec. No) _____

1. **SCOPE OF SERVICES**

    CONTRACTOR , in exchange for the compensation paid by the DISTRICT under this contract, agrees to provide the following services:

    _____

    _____

    _____

2. **TERM OF CONTRACT**

    The term of this contract commences on the _____ day of _____, 20___, and terminates the ___ _____ day of _____, 20___.

    Summary of Expenses for Reimbursement (Check those that will apply to training visit)

    ☐   **Professional Fee (time and effort log required for both presentation and preparation time**) – $25 per hour.

    ☐   **Meals (receipts <u>are not</u> required)** – The state rate for meal reimbursement in North Dakota is $25.00 per day, the break down is as follows: breakfast 20% ($5.00), lunch 30% ($7.50), and dinner 50% ($12.50).

    ☐   **Lodging (receipts required)** – $55.00 plus tax is the maximum.

    ☐   **Mileage** –$0.45 per mile reimbursement for personal vehicle use.

    COMPENSATION

    The DISTRICT will pay for the services provided by CONTRACTOR under this contract an amount not to exceed $_____ per _____, to be paid _____.

    Reimbursement
    The CONTRACTOR agrees to perform the above listed services on such listed dates. The DISTRICT acknowledges that they will be responsible for all expenses that are checked on this form and that reimbursement of expenses will take place within a reasonable amount of time after training services have been completed.

3. **EXECUTION OF CONTRACT -** This contract is not effective until fully executed by both parties.

    Contractor's Signature: _____   Date _____

    District's Signature: _____   Date _____

    G:\Contracts\School Support Team\2006-2007\PI Bonus Grant Training\Mentor Professional Agreement.doc

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600. E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

School Support Team
Program Improvement Schools Communication Log

School Support Team Member: _____

School Contact Person: _____

Date of Service	Time	# of Hours	Scope of Services

Hours worked as part of these initial contacts are included as part of the stipend received with membership to the school support team.

Please note items discussed with the school district contact person:

If after the initial conversation the school requests further services to be provided, briefly explain the requested services using the check boxes below:

- ☐ Review background information on program improvement.
- ☐ Overview of required components of program improvement.
- ☐ Review program improvement plan.
- ☐ Assistance with how to take written program improvement plan and put it into action through implementation.
- ☐ Assistance determining what quality professional development entails and what type of services would be beneficial.
- ☐ Review data and literature concerning what works for program improvement.
- ☐ Information on using data, including desegregation.
- ☐ Share resources regarding program improvement implementation.
- ☐ Other: _____

Who will be the perspective audience that these services will be provided to:

- ☐ Principal only
- ☐ Leadership Team only
- ☐ Principal and Leadership Team only
- ☐ All Staff
- ☐ Other: _____

What is the intended date for such services: _____

How does the school intend to pay for this visit and your professional time:

- ☐ District funding
- ☐ Title I, Part A funding (must be a part of their schoolwide plan and approved budget for the 2007-2008 school year)
- ☐ School-level program improvement funds (must be a part of their program improvement plan and approved budget for program improvement expenditures the 2007-2008 school year)
- ☐ Requesting program improvement administrative funds to cover the costs through the State Title I office for the visit (the school must contact Nita Wirtz or Laurie Matzke at the State Title I office, in writing, to request coverage of such costs)
- ☐ Requesting school support team funds to cover costs through the State Title I office (the school must contact Nita Wirtz or Laurie Matzke at the State Title I office, in writing, to request coverage of such costs)

**Please return this form
to the
State Title I office**
Nita Wirtz, Asst. Director, Title I
ND Department of Public Instruction
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
Or
Fax: (701) 328-4770

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

2007-2008 School Support Team Program Improvement School Communication Log

School Support Team Member: _____

Date of Contact	Name of School	School Contact Person	Scope of Services

Hours worked as part of these initial contacts are included as part of the stipend received with membership to the school support team.

I certify, with my signature, that the information submitted is accurate time spent working with program improvement schools as a member of the 2007-2008 School Support Team under contract with the North Dakota State Title I office.

Name:	Date:

Statewide System of Support Training Log
SST Meeting Agendas and Information 2007-2008

September 6, 2008

Dear SST members,

This is a reminder of our conference call on Thursday at 4 p.m. CT. To call in for the conference call, please use the information listed below.
McREL's Conference call system: 1-800-330-7428 Code: 6325528#

I am attaching a brief agenda for the meeting.

Agenda
1. Acknowledge receipt of materials from Nita and evaluation from the July 31st meeting (attached above)
2. Sharing any updates for work in the state of SST members
3. Sharing an overview of the Power of Data work from McREL by JT Lawrence and information about how this was used at Ft. Totten, ND
4. Questions and discussion about using data templates in your consultant work
5. Protocols to use for focused discussion – "How to guide the data discussion."
6. Resources needed
7. Set a time and topic for the next meeting.

Attachments include: Exit Slip.doc, Data Information.doc

Additional Resources were sent via email:
Additionally, I am attaching some information below on Dropout Prevention. I know that some of you are working with high schools and I thought that this might be useful information for you. It also talked about early warning signs for 6th graders. Feel free to contact me if you have questions or need resources before our next conference call. :>)) Anne

The Progress of Education Reform 2007: Dropout Prevention

The Education Commission of the States (ECS) recently released a brief
that summarizes the findings of five studies that address:

* Early predictors for dropping out of school
* Ninth-grade predictors of risk in an urban environment
* School characteristics linked to higher graduation rates
* Economic benefits of several programs that positively influence high
school completion rates
* Research on dropping out and the importance of state data systems to
support dropout prevention efforts

For additional information, visit:
http://www.ecs.org/clearinghouse/75/33/7533.pdf

October 24, 2007
Hello,

A whole month has now come and gone and it's time for another school support team conference call. I just wanted to send everyone a quick reminder that the conference call is scheduled for tomorrow, Thursday, October 24, 2007 at 4 p.m. CT.

To call in for the conference call, please use the information listed below.
McREL's Conference call system: 1-800-330-7428
Code: 6325528#

Agenda:
This months meeting topic was going to be follow-up on your initial contacts to program improvement schools; I have attached the list of assignments. Looking forward to our conversation!

October 24, 2007
Ladies and Gentleman,

It looks like some things have come up for a couple of our school support team members for today's meeting. After talking with Anne Tweed, we have decided to cancel our meeting for today and attempt to reschedule.

We would like to try for Wednesday, October 31, 2007 or Wednesday, November 7, 2007; please let me know right away via email if either of these dates does not work for you. Once I have heard from everyone, I will send a new email indicating the new date for the conference call.

In the meantime, this will give our members more of an opportunity to get in contact with their assigned schools. Thank you for all of your initial work with the program improvement schools. I will be sending you a new email on the new conference call date very soon!
Nita W.

October 31, 2008
In my previous email, I had inquired about a reschedule date for the SST conference call that had to be cancelled on October 24, 2007. The two dates that I had inquired about with all individuals were Thursday, October 31, 2007 and Thursday, November 11, 2007. After hearing from several individuals, it is apparent that neither of these dates will work. At the present time, Anne Tweed and I are corresponding to find new dates for the re-scheduled meeting. I will get back to you when I have more details!

Have a wonderful Halloween,
Nita W.

November 9, 2007
Hi All,

We are still attempting to find a date that works for everyone to reschedule the School Support Team conference call in regard to the initial contacts with your program improvement schools. Let's try these three dates November 26th (Monday), 29th (Thursday), or 30th (Friday) at 4:00 p.m. central time. Please email me with any conflicts you may have with any of these three dates.

Sincerely,
Nita Wirtz

November 16, 2007
Ladies and Gentleman,

We do have a date for the rescheduled School Support Team conference call on Friday, November 30, 2007 at 4:00 p.m. Right before the meeting Anne Tweed or I will send out a reminder, along with the agenda and phone number to call into McREL. Please mark your calendar to participate in this conference call; I look forward to hearing about your contacts with the program improvement schools.
 Sincerely,
Nita Wirtz

November 30, 2008
Hi All,

Just a reminder that we have scheduled a School Support Team conference call for 4:00 p.m. CDT today, Friday, November 30, 2007. To call in for the conference, please use the information listed below:

McREL's Conference Call System: 1-800-330-7428
Code: 6325528#

Agenda:
Our discussion topic will be your initial contacts with program improvement schools!

Sincerely,
Nita Wirtz

Attachments include: SST PI School Assignments.doc, SST Program Improvement Schools Communication Log and Log1.doc

December 20, 2008
This is a reminder of our call today at 4 p.m. CT. Below is the information that I included in the email from December 14th which will guide our discussion. Looking forward to catching up with everyone later today!! :>))
Anne

Assignment for next meeting:
1. Send Nita and Anne your notes from your contact with schools.
2. Send Nita a record of your hours so far.
3. Send Nita ideas for the needs assessment survey.

Next meeting: December 20th, 4:00 p.m.
Call-in system:
1.800.330.7428 and participants code 6325528#

Agenda:
1. Discuss any updated work with schools
2. Updated information on the Gear-up Grant and the Lighthouse school projects
3. Decide on needs assessment document
4. Discuss potential for data retreat with help from the Central REL
5. Other ideas and issues

Sent by Anne Tweed, McREL

January 16, 2008
Hello All,

Since tomorrow is the third Thursday of the month, it is time for our monthly school support team meeting. In preparation for this meeting, I have developed four documents that I would like to discuss during our conference call time.

Agenda:
   Courtesy Letter to School Personnel Members
   Example Email to Schools Requesting Contact with Team Members
   Survey Request Memo
   Survey to Program Improvement School Personnel

You will notice that all of these documents are in "draft" form at this time. Laurie Matzke has been out of the office the last couple of days so these documents are not approved to be released, but we should be able to discuss them during our meeting to receive everyone's input.

Remember to call into the conference call, which begins at 4:00 p.m. Central Time the call-in system number is **1-800-330-7428** and the participation code is **6325528#**. This system has worked well for many of you and allows you to call from anywhere since it is a toll-free number. Thank you for your work with the schools thus far and I look forward to our conference call!

Sincerely,
Nita Wirtz

Attachments include: Letter of Courtesy to Members of Teams District.doc, Example Email to Schools Wishing to Contact Team Members.doc, MEMO to Schools.doc, Survey to PI Schools.doc, and Mentoring Professional Agreement.doc

February 21, 2008
Hello All,

Since today is the third Thursday of the month, it is time for our monthly school support team meeting. In preparation for this meeting, a fax will be sent from our office to each of you containing the results of the program improvement surveys from your assigned schools. Please note, there are two schools that did not respond to the survey, so if you are missing information, your school might be one that did not respond.

Meeting agenda topics include:
   Survey to Program Improvement School Personnel and Future Technical Assistance Plans - Nita
   Attendance information from Marsha Greenfeld-JHU/resources – Anna and Anne

Remember to call into the conference call, which begins at 4:00 p.m. Central Time; the call-in system number is **1-800-330-7428** and the participation code is **6325528#**. Please contact me if you can not attend, I look forward to our conference call!

Sincerely,
Nita Wirtz
Attachments: None

March 17, 2008 for Meeting on 20th
SCHOOL SUPPORT TEAM MEETING REMINDER
Hello members,

It's that time again, the third Thursday of the month, to conduct our monthly conference call. Please set aside time in your schedule to join in on **Thursday, March 20, 2008 at 4:00 p.m. C.D.T.** for the School Support Team conference call training.

The <u>agenda</u> for this meeting will be centered on the upcoming data retreat. Specific items include:
  Review of Survey Information (especially input for data and data retreat, see first attachment 'Results')
  Discussion of the Data Retreat Dates (June 10 and 11, 2008)
  Data Retreat Focus
  Draft Data Collection Tool (to gather information for our discussion and preparation pre-data retreat, see second attachment 'Data Collection Tool')

Remember to call into the conference call, which begins at 4:00 p.m. Central Time; the call-in system number is **1-800-330-7428** and the participation code is **6325528#**. Please contact me if you can not attend, I look forward to our conference call!

Sincerely,
Nita Wirtz

<u>Attachments</u>: Results.xls (results of Survey to PI Schools) and Data collection Tool.doc

ND School Support Team Teleconference Call
Thursday, August 6, 2007
4:00 – 5:00 p.m. CT

Present: Nita Wirtz, Laurie Matzkie, Tanya Lunde-Neumiller, Bill Demaree, Jean Hall, Shawneen Voiles, Paula Rogers
Guest: JT Lawrence, NCCC
Facilitator: Anne Tweed, NCCC liaison, atweed@mcrel.org, phone: 303-632-5528

<u>**Agenda**</u>
1. Acknowledge receipt of materials from Nita and evaluation from the July 31st meeting

Exit Slip document
revised for Anne 8 07

Mentor Professional
Agreement.doc

School Support Team
Mentoring Questionna

SST Program
Improvement Schools

SST PI School
Assignments.doc

SST Program
Improvement Schools

2. Updates for work in the state by SST members and updates on contact information for schools in program improvement by Laurie and Nita.
   a. Tanya reported that White Shield will be coming to Myhre to observe their Reading 1st program.
   b. Bill reported that he is working with Solen/Cannonball on their MAP assessments for 10th grade.
   c. Shawneen will make first contact with Trenton and Williston in the next two weeks.
   d. Warwick is working on MAP Assessments.
   e. Laurie reported that Clyde Naasz of Fort Yates submitted one plan and will need to break the report into separate plans. Jean could help with this.
   f. Laurie and Nita updated the group on personnel changes at the schools and districts and a revised document will be sent.
   g. Since all of the schools received program improvement grants, they have funds to support travel of SST members. The standard fee for work with the schools is $25/hour. For any work, SST members need to complete the mentoring agreement document.

Next Steps: Everyone agreed to make at least one contact with a school/district representative before the next meeting. The SST Mentoring questionnaire can be used for phone interviews after making first contact. All SST members are reminded to complete their communication logs and each conference call is eligible for one hour.

3. Sharing an overview of the Power of Data work from McREL by JT Lawrence and information about how this was used at Four Winds Community High School, Ft. Totten, ND

The Power of
Datafor Anne and the

Summary points: With data the question is how to make data useful when trying to sustain school improvement efforts. To start, SST members can help schools identify what data they have including in what forms, identify data gaps and help determine what additional data is needed beyond achievement data. At Four Winds, attendance data was the key data not data about the curriculum. Since the improvement plans must be research based, schools/districts must collect all four kinds of data (perception data, demographic data, outcome data and program data). Helping the program improvement teams to go in the right direction is a critical piece to improving their plans. Schools and

districts often move too quickly to the implementation piece before determining what they really need to do. One tool that is useful to help analyze data is an affinity diagram. Two customized data forms for the work with Four Winds were provided as examples of useful templates.

Next Steps: Anne will forward the Data Scavenger Hunt and the introduction to the *Power of Data*. A complete document of the Power of Data participants manual will be provided to Nita and to any SST members who will be working with program improvement teams around data.

4. Resources: *Data Based Instructional Decision Making* from the National Center on Instruction.

DataDecisionMaking. doc

This PowerPoint presentation is useful for schools/districts currently implementing CBM (curriculum-based monitoring) in reading and/or math and administrators who are supporting CBM implementation. SST members can help with interpreting CBM reading and math data, helping the schools/districts to use their database to inform instructional decision making, and helping the program improvement teams with selecting research-validated interventions. The power point includes tools and templates to use with individual student progress monitoring.

This resource pertains to the following categories:
    Reading: Grades K-12
    Mathematics: Grades K-12
    Special Education: Grades K-12

5. Agenda for the next conference call: Debrief contacts by each SST member with schools/districts. Date: October 24th, 4:00 p.m. CT.
McREL's Conference call system: 1-800-330-7428 Code: 6325528#

School Support Team members Conference Call Notes
November 30, 2007

Members Present: Nita Wirtz, Tanya Lunde-Neumiller , Bill Demaree, Shawneeen Voiles, Paula Rogers, Anna Koelln-Brown, Anne Tweed.
Members Absent: Jean Hall

Reports:
1. Paula
> Dunseith Elementary School: Open to help and could use it now. Needs include a roadmap to success; disaggregating data; funding. Issue is that they already have many irons in the fire (Reading First,etc.)

2. Shawneen
> Turtle Mountain: Glad to know about assistance. Have been working on things and a lot of initiatives during the last 7 years.
> Eight Mile: Currently overwhelmed and happy to know that help is available. Is new to the process.
> Trenton: LEP students totally over identified and they are required to provide assistance.   Currently addressing sheltered English vocabulary work.
> Williston: Their plan was not approved and needed to be revised. The principal (Marcia Armogost) is actively working on the issues but the reporting is the responsibility of someone else at the district office (Lynn McCoy).

3. Tanya
> Four Winds: Using a new 90 minute reading initiative and she will let her know if they need assistance. She will follow up with her since this is her last year.
> Whiteshield: They have joined the Missouri River Education Cooperative and will work with Bill along with Solen/Cannonball.

4. Jean
> Ft. Yates: The principal has had medical issues and she will get back to them.

5. Bill
> Mandaree: Receptive to help but needs school board approval to bring in a consultant.
> Solen: Visited with them and they have been busy with their three goals and updated efforts. One effort was around the testing environment for students to get the students to try harder.
> Twin Buttes: Said they wanted help and he is scheduled to visit in January. They have purchased programs but the materials are still in boxes. They have a night life program.

Discussion

➢ Schools are either overwhelmed or under control but all would like one roadmap that supports school improvement efforts. What are the steps they need to take to make systemic changes that result in improved student achievement.

➢ The data picture is very important and all schools need help creating a comprehensive data system and ways to analyze and utilize the data for decision making.

➢ Assessment plans that help them gather more than just program data is an issue. Are the schools making assumptions about the data and are the strategies the right strategies based upon the school needs?

Recommendations;

➢ To support program improvement maybe data retreats are needed to help them analyze their own data. What are the steps in the plan so that teachers can use the data to inform instruction and support students?

➢ Maybe a needs assessment would help us to know what the schools need most so why not ask them? Nita will contact schools with a needs document and everyone needs to send her ideas to include in the document.

Assignment for next meeting:
1. Send Nita and Anne your notes from your contact with schools.
2. Send Nita a record of your hours so far.
3. Send Nita ideas for the needs assessment survey.

Next meeting: December 20th, 4:00 p.m.
Call-in system:
1.800.330.7428 and participants code 6325528#

Agenda:
1. **Discuss any updated work with schools**
2. **Updated information on the Gear-up Grant and the Lighthouse school projects**
3. **Decide on needs assessment document**
4. **Discuss potential for data retreat with help from the Central REL**
5. **Other ideas and issues**

School Support Team Community of Practice
Notes from December 20, 2007

Attendees: Nita Wirtz, Bill Demaree, Anna Koeln and Anne Tweed
Absent: Shawneen Voiles, Jean Hall, Tanya Lunde-Neumiller, Paula Rogers

Discussion Items
1. Needs Sensing Survey – Nita had received some items from people and we reviewed those questions and revised them to make them more specific. We would really like to know if schools and districts need help with using data to drive instruction and using data for program improvement. Do they need help putting together a data team?

At this point there are probably some issues with schools and their assessment inventories.
1. Do they have data tools for math and reading?
2. How is data used to drive instruction?
3. How often is data collected and analyzed to guide instruction?
4. Does the data focus on improvement goals?
5. How often is data collected? Annually, by semester, quarterly, monthly?
5. Is the data current?
6. How is instructional decision-making aligned with data plans?
7. Are schools collecting all four kinds of data?   perception, demographic, outcome
8. Should we be helping them with RtI? Is this a direction for us?

Next Steps:

Nita will put together a draft of the Needs Sensing Instruction for review at the next conference call.

January 17th, 4 p.m. CT
1.800.330.7428 and participant code 6325528#

North Dakota Conference Call

Thursday, January 17th

Attendees: Anna Koelln, Nita Wirtz, Jean Hall, Shawneen Voiles, Paula Rogers, Bill Demaree, Tanya Lunde-Neumiller, Anne Tweed

Nita: Will send out the "draft" forms to the superintendent and building principal the first part of next week. Nita also asked if schools had contacted participants in the meeting and/or requested help:

Shawneen, I have not been contacted by any schools

Paula- I talked with Warwick and we handled everything over the phone, regarding questions on data, but Rebecca Bless from Dunce…she wants more with her staff and McRel, this may be something in the future that we will need to move forward with

Tanya- I have not heard anything right now, Whiteshield is pretty good

Jean-has been asked for help with the program improvement plan, elem, middle, h.s have looked the same

Bill- He likes the professional agreement

Disaggregating the data- could Bill help with this part or could Bill do a better job.

During the 2nd half of the conference call- We reviewed the survey of program improvement issues and talked about the different ways to improve the draft format of the survey

Is there an area that you would like Anne to provide for us before the next meeting? Responses- We'll wait until the surveys are returned to answer this question

Next Steps: Finding attendance information from Marsha Greenfeld-JHU/resources, Anna

Nita will send out the documents in the next week or so and will share results at the next meeting.

Next Meeting: Thursday, February 21, 4:00/CST.

School Support Team Meeting Notes
January 17, 2008

<u>Present Members</u>: All Support Team Members, Ann, Nita, and Anne T. (later in the call)

<u>Agenda</u>:
- Courtesy Letter
- Professional Agreement Email Notification
- Survey to Program Improvement Schools
- Data Retreat
- Training for Next Call

<u>Courtesy Letter</u>
The first item of discussion was the courtesy letter composed by Nita Wirtz, Assistant Director, Title I for supervisors of school support team members. This letter will be sent as notification of member activity. One suggestion, to add the number of team members, was requested to the letter which Nita will add before sending. The letter will be sent to the following team members supervising staff:
- Shawneen Voiles – Minot Public Schools Superintendent (David Looysen), District Title I Authorized Representative (Jeff Holm) and Roosevelt Elementary Building Principal (Ed Sehn)
- Paula Rogers – Langdon Public Schools Superintendent (Richard Rogers) and Elementary Principal (Mitch Jorgensen)
- Tanya Lunde Neumiller – Kindred Public Schools Superintendent (Steven Hall) and Secondary Principal (Kent Packer)
- Jean Hall – Bismarck Public Schools Superintendent (Paul Johnson) and Title I Authorized Representative (Fran Rodenburg)
- Bill Demaree – Missouri River Consortium (Tom Conlin) at Willmoore 100 E Avenue East

<u>Professional Agreement</u>
As requested by team members, that state Title I office has developed a reminder email to send to schools interested in contracting with our school support team members. Not all schools identified for program improvement have requested mentoring assistance, but for those that have requested assistance, they will need to complete contacts with our support team members. The letter will be sent to the following facilities:
- Bill Demaree – Mandaree (Peggy Hertz and Keith Jacobson) and Twin Buttes (Chad Dahlan)
- Shawneen Voiles – Has made contacts, but no schools are requesting further assistance at this time.
- Paula Rogers – Warwick (Data) Question handled through direction to another source and Dunseith Elementary Principal (Rebecca Bliss)
- Tanya Lunde Neumiller - Has made contacts, but no schools are requesting further assistance at this time.

- Jean Hall – Fort Yates (Lucy Fredricks) would like assistance with schoolwide and program improvement plans.

Survey to Program Improvement Schools

The third discussion point was the draft survey assembled to be distributed to program improvement schools. The following suggestions were made for additions and changes to the survey:

- Add phrase that the team members would like the survey completed by the School Leadership Team.
- Add questions regarding: How often data is collected? How often it is analyzed? How often it is evaluated?
- Add question about where they feel their school is presently at working with data?
- Allow for a comments section at the end of the document.
- Put section one in more sequential order
- Add text to clarify what are we doing improvement for, do we have background information, knowledge, a plan, data team, improvement ideas and add information regarding improvement readiness to indicate (new staff, fulfilling roles, establishing parameters, scheduling, legislative issues…)
- Add text to the subgroup assistance section to indicate: Do you have differentiated strategies to help subgroups? Are teachers aware of subgroup strategies? Are these strategies conveyed to staff, principals and others? How is the information communicated to others, is there a specific plan in place?
- Add a place at the end of the form for a contact individual in case there are questions by the members that receive their team surveys.
- Add information at the bottom who to return the form to at the state Title I office.
- Add information on when they would like the data assistance to happen?
- All members would also like copies of surveys from their schools as soon as they are available.

Data Retreat

The data retreat was briefly discussed by the entire group and it was decided that the outcome of the survey would drive the details of this possible retreat. McREL indicated they would have plenty of ideas to accommodate assistance in formulating help for any ideas and items to cover within the data retreat if it was scheduled.

Topics for Next Discussion

Finally, topics for next time would include information from the survey if results were gained by the time the meeting was scheduled. We will also discuss details on the data retreat from driven by the survey outcomes. Also Anne T. and Anna would prepare information training on attendance tools.

School Support Team Meeting Notes
February 21, 2008

<u>Present Member</u>s: Support Team Members (Bill and Jean), Nita, and Anne T.

<u>Agenda</u>:
- Attendance Information from Resources – Brenda Thomas
- Survey to Program Improvement School Personnel and Future Technical Assistance Plans – Nita
- Survey to School Support Team Members on Future Training Ideas – Nita
- DPI Data Work with Schools and Data Retreat
- Training for Next Call

<u>Attendance Information from Resources</u>
Brenda unfortunately did not join the conference call. Anne Tweed will follow-up communication with her to investigate what possible mishap might have occurred. We will try to get her to join us for the next conference call.

<u>Survey to Program Improvement School Personnel</u>
All members were sent copies of their assigned school's completed survey for analysis. It was noted that in the next week, the Title I office staff will be compiling formal information from the surveys for analysis and future plans of trainings.

<u>Survey to School Support Team Members on Future Training Ideas</u>
As part of the trainings offered from the survey of program improvement (PI) schools, School Support Team Members will also be surveyed on areas of training needs to assist in their role of mentoring PI schools. The PI schools have identified their areas of need, now the School Support Team members will identify what subtopic areas within each area they will need assistance in training. An example of the survey was shared via email and was discussed at the meeting.

From the information gathered here and through the initial PI school survey, an agenda of conference call trainings and subtopic areas will be assembled by the state Title I office. Expert trainers in these areas and subtopic areas will be sought by McREL. Each conference call will incorporate a short train-the-trainer information session for our School Support Team members and offer time for training following a very specific format indicated on the survey, which was attached to the agenda.

<u>Survey to PI Schools Future Technical Assistance Plans</u>
The idea of a data retreat was again discussed. Since over half of the districts/schools surveyed were in favor of a data retreat, two dates of June 16, 17, and 18 or June 23, 24, and 25 will be sent to schools and districts identified in need of improvement for the data retreat.

The data retreat will include the districts/schools bringing in data they have collected to analyzing and to assist them in looking at trends and preparing for the next steps. This

format will follow the JT Scavenger Hunt idea discussed in one of the first conference calls.

It was also decided that for districts/schools that would like to participate in the data retreat, a pre-look and gathering of information would be done. The state Title I office will put together a chart to attempt to gather data from the participating districts/schools. This chart will contain data information like: performance, program, perception, and demographic data on each school, as well as other program assessment data like screening tools, progress monitoring, diagnostic assessments, and outcome assessments for both reading and math. It will also investigate the number of times the assessments are done and the basis of the reading and math program at each grade level. Once collected, this information will be discussed throughout the next few conference calls in order to prepare School Support Team members to assist in the training of districts/schools at this retreat.

From the survey results, McREL will assemble a list of subtopics and agendas for pre-discussions with the team members during the conference calls as well as the agenda and retreat workshop.

DPI Data Work with Schools
The Department of Public Instruction is piloting a new project will that will intensify our assistance to one of the identified program improvement schools, Dunseith Elementary School. This school is being targeted for intense assistance through data management, monitoring, and other efforts to assist them in the their PI efforts. Nita and Anne agree that since this is Paula Rogers assigned school, that she should be involved with these efforts and with the department team. Nita will discuss individual details with Paula and through the monthly conference calls other team members will receive continued updates on the progress of these efforts. In future years the expansion of this model idea may be implemented with other program improvement schools.

Topics for Next Discussion
We will attempt to connect with Brenda regarding training on attendance issues for our next conference call. We will also be discussing support team surveys, dates for data retreat, and steps in preparation for this retreat including the gathering of data for team analysis.

The state Title I office will put together the following documents for the next meeting:
- A detailed analysis of the program improvement surveys to schools.
- A training survey for school support team member's completion.
- A June data retreat date correspondence to PI districts and schools.
- A data tool for the collection of data from PI districts and schools before the data retreat.

MEMO TO: Personnel of Program Improvement Districts/Schools

FROM: Nita Wirtz, Assistant Director, Title I

RE: Survey Request

DATE: February 2008

As you are aware, the state Title I office has distinguished educators in the field from both targeted assistance and schoolwide Title I programs who serve as members of our Title I School Support Team. The purpose for this team is to serve as a resource for educators in North Dakota that are working to implement Title I programs. You may contact members with simple, quick questions, for more detailed advice, or you may even ask them to schedule a visitation to your school for hands-on assistance.

This year, the team members have been assigned to schools identified for program improvement to serve as an outside technical assistance provider and mentor. Since the beginning of the school year, members of this team have been participating in monthly telephone conference calls with our office and staff from McREL. During these conference calls, we have focused on training School Support Team members to become expert trainers/mentors on program improvement issues. Each month's discussions have focused on how the members may be of further service to identified schools.

At this time, the state Title I office and the School Support Team members would like your school's assistance in completing a short survey so that they may define their skills and further develop technical assistance that is needed to better serve you. Please have the members of your School Leadership Team complete the survey.

The state Title I office would appreciate your time to complete the survey and fax it back to our office. Completed surveys are expected by **Tuesday, February 19, 2008** and can be faxed to (701) 328-4770, attention Nita Wirtz.

2007-2008 Survey of Program Improvement Issues

As indicated in the cover memo, the Title I School Support Team is interested in assessing what would be most helpful to you as a school identified in need of improvement. Please have the members of your School Leadership Team complete the survey question below. Please see each section for direction details.

School Name: _____

Section One – Topic Assistance

Using the Likert scale of 1-5 rating, circle the number indicating which of these concepts best describes where you believe your school could use further assistance.

	Do Not Need Assistance	Little Assistance	Moderate Assistance	More Than Moderate Assistance	High Priority Assistance
Improvement Readiness – determining if your school is ready for improvement (includes gathering background information, knowledge, plans, setting up a data team, improvement ideas, staff to fulfill roles, establishing parameters, scheduling, and other logistical issues).	1	2	3	4	5
Data – working to conquer the data collection, assist with organizing, and moving forward to disaggregating the data and using results (also see section two).	1	2	3	4	5
Steps of Implementation – assembling steps to assist your school in implementing your written plan.	1	2	3	4	5
Subgroup Assistance – identifying strategies to help subgroups, making teachers aware of these subgroup strategies, and having a plan to convey information to personnel (including LEP, Special Education, Race/Ethnic Group, etc.).	1	2	3	4	5
Goals and Activities – establishing goals and activities for your school to implement.	1	2	3	4	5
Professional Development – determining what quality professional development entails and what types of services would be most beneficial to your school.	1	2	3	4	5
School Improvement Plan – assisting in putting together the school improvement plan for submission to the state Title I office.	1	2	3	4	5
Reflective Practice – assembling and participating in reflective questioning at your school to ensure your plan meets requirements and can be implemented.	1	2	3	4	5
Strong Leadership – mentoring to produce strong leadership for plan and program implementation.	1	2	3	4	5
Road Map Design – mapping where you are now to where you want to go.	1	2	3	4	5

Section Two – Data Questions

During initial conversations with personnel from schools in need of improvement, assistance with data was a popular demand. Please answer the question below by circling the answer that relates to your schools needs. If your answer is yes, proceed through the entire list of questions to provide us with information on how to assist you with data.

Does your school need assistance with aspects of data?	Yes or No

If you answered yes above and you need assistance with data, please identify which aspects by completing the chart below:

Data Aspect	Need for Assistance	Further Comments
Data Collection – analyzing types and forming a plan for data to be collected.	Yes or No	(If needed, please provide further explanation)
Data Organization – using data already collected.	Yes or No	(If needed, please provide further explanation)
Data Desegregation – reading data collected.	Yes or No	(If needed, please provide further explanation)
Creating a Data Picture – creating a comprehensive data system and ways to analyze and utilize the data for decision making.	Yes or No	(If needed, please provide further explanation)
Data Assessment Plans – gathering more than just program data, turning assumptions about the data into reality, and selecting the right assessment based upon the school needs.	Yes or No	(If needed, please provide further explanation)
Staff Use of Data – steps included in the plan so that teachers can use the data to inform instruction and support students.	Yes or No	(If needed, please provide further explanation)
Data Assessments – information and use of specific data assessments.	Yes or No	(Please list the specific assessment)
Other – other aspects of data not listed.	Yes or No	(Please explain)

Conducting Data Assistance: How would you prefer to receive assistance with the above identified data issues?	
Do you prefer your school contract time with a Title I School Support Team member to spend ½ day in your school reviewing your data with you?	Yes or No
Do you prefer to attend a data retreat where Title I School Support Team members, DPI staff, and McREL staff assist you/your team with your data issues?	Yes or No

Time Constraints

Is there a preferred time or date for this process to take place? _____

_____

Contact Information

Please specify the name and contact information for a lead staff member, who can answer any applicable questions in regard to the answers supplied within this survey.

Contact Name	Telephone Number

Questions

Any questions or concerns can be directed to Nita Wirtz, Assistant Director, Title I at nwirtz@nd.gov or (701) 328-1876.

Return Information

Please return completed surveys by <u>Tuesday, February 19, 2008</u> to the state Title I office:

<div align="center">

ND Department of Public Instruction
Attn: Nita Wirtz, Assistant Director, Title I
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
Fax: (701) 328-4770

</div>

Results of 2007-2008 Survey of Program Improvement Issues

Section One – Topic Assistance

1. **Improvement Readiness – determining if your school is ready for improvement (includes gathering background information, knowledge, plans, setting up a data team, improvement ideas, staff to fulfill roles, establishing parameters, scheduling, and other logistical issues).**

Answer	# Responses	Percentage
Do Not Need Assistance	8	22.86%
Little Assistance	12	34.29%
Moderate Assistance	12	34.29%
More Than Moderate Assistance	3	8.57%
High Priority Assistance	0	0.00%

2 . **Data – working to conquer the data collection, assist with organizing, and moving forward to disaggregating the data and using results (also see section two).**

Answer	# Responses	Percentage
Do Not Need Assistance	3	8.57%
Little Assistance	11	31.43%
Moderate Assistance	13	37.14%
More Than Moderate Assistance	7	20.00%
High Priority Assistance	1	2.86%

3 . **Steps of Implementation – assembling steps to assist your school in implementing your written plan.**

Answer	# Responses	Percentage
Do Not Need Assistance	4	11.43%
Little Assistance	11	31.43%
Moderate Assistance	11	31.43%
More Than Moderate Assistance	6	17.14%
High Priority Assistance	3	8.57%

4 . **Subgroup Assistance – identifying strategies to help subgroups, making teachers aware of these subgroup strategies, and having a plan to convey information to personnel (including LEP, Special Education, Race/Ethnic Group, etc.).**

Answer	# Responses	Percentage
Do Not Need Assistance	4	11.43%
Little Assistance	11	31.43%
Moderate Assistance	11	31.43%
More Than Moderate Assistance	6	17.14%
High Priority Assistance	3	8.57%

Results of 2007-2008 Survey of Program Improvement Issues

5 . Goals and Activities – establishing goals and activities for your school to implement.

Answer	# Responses	Percentage
Do Not Need Assistance	6	17.14%
Little Assistance	15	42.86%
Moderate Assistance	8	22.86%
More Than Moderate Assistance	4	11.43%
High Priority Assistance	2	5.71%

6 . Professional Development – determining what quality professional development entails and what types of services would be most beneficial to your school.

Answer	# Responses	Percentage
Do Not Need Assistance	5	14.29%
Little Assistance	13	37.14%
Moderate Assistance	12	34.29%
More Than Moderate Assistance	3	8.57%
High Priority Assistance	2	5.71%

7 . School Improvement Plan – assisting in putting together the school improvement plan for submission to the state Title I office.

Answer	# Responses	Percentage
Do Not Need Assistance	5	14.29%
Little Assistance	9	25.71%
Moderate Assistance	17	48.57%
More Than Moderate Assistance	3	8.57%
High Priority Assistance	1	2.86%

8 . Reflective Practice – assembling and participating in reflective questioning at your school to ensure your plan meets requirements and can be implemented.

Answer	# Responses	Percentage
Do Not Need Assistance	2	5.71%
Little Assistance	12	34.29%
Moderate Assistance	17	48.57%
More Than Moderate Assistance	2	5.71%
High Priority Assistance	2	5.71%

9 . Strong Leadership – mentoring to produce strong leadership for plan and program implementation.

Answer	# Responses	Percentage
Do Not Need Assistance	8	22.86%
Little Assistance	10	28.57%
Moderate Assistance	10	28.57%
More Than Moderate Assistance	7	20.00%
High Priority Assistance	0	0.00%

Results of 2007-2008 Survey of Program Improvement Issues

10 . Strong Leadership – mentoring to produce strong leadership for plan and program implementation.

Answer	# Responses	Percentage
Do Not Need Assistance	3	8.57%
Little Assistance	13	37.14%
Moderate Assistance	9	25.71%
More Than Moderate Assistance	8	22.86%
High Priority Assistance	2	5.71%

Section Two – Data Questions

1. Does your school need assistance with aspects of data?

Answer	# Responses	Percentage
Yes	18	51.43%
No	5	14.29%
No Response	12	34.29%

2. Data Collection – analyzing types and forming a plan for data to be collected.

Answer	# Responses	Percentage
Yes	13	37.14%
No	16	45.71%
No Response	6	17.14%

Further Comments

➢ Disaggregating and determining relevant data.
➢ We could use assistance to get parents involved.
➢ Disaggregating of data, time, and reviewing is always a problem.
➢ Did that this year.
➢ We do host a schoolwide data retreat once a year, but we need to do this more than once a year.
➢ The only time data is really looked at closely is at the data retreat, at the end of the school year.

3. Data Organization – using data already collected.

Answer	# Responses	Percentage
Yes	13	37.14%
No	16	45.71%
No Response	6	17.14%

Further Comments

➢ We are receiving help with this.
➢ We have a great deal of data, but have not coordinated and used it.
➢ We are planning to hire a person to collect data and coordinate the Title program only.
➢ Information is not organized; it is not shared with others in a useful manner. In-services are not helpful as to many people are involved making it hard to have the one-on-one small group.

Results of 2007-2008 Survey of Program Improvement Issues

4. Data Desegregation – reading data collected.

Answer	# Responses	Percentage
Yes	16	45.71%
No	10	28.57%
No Response	9	25.71%

Further Comments

- We have a great deal of data, but have not coordinated and used it.
- We will be using Bill Demaree to help with this process. We have used Dr. Ramona Klein.
- Help to understand data. We need someone to work with small groups going over "our" data and showing us how to use that information in a way that will help us become better and more successful.

5. Creating a Data Picture – creating a comprehensive data system and ways to analyze and utilize the data for decision making.

Answer	# Responses	Percentage
Yes	21	60.00%
No	7	20.00%
No Response	7	20.00%

Further Comments

- We need a district program and it very expensive. We need funds to hire personnel to input data.
- Technology.
- We need more time to compile data.
- To my knowledge, the data has little impact on decision making in our school.
- While using the data previously collected, we would appreciate suggestions of focus on specific areas.
- A way that is not too time consuming.
- We can't do this until the ones above are done.
- Comprehensive to include incoming 6th grade data.
- This is a large need of our school.

6. Data Assessment Plans – gathering more than just program data, turning assumptions about the data into reality, and selecting the right assessment based upon the school needs.

Answer	# Responses	Percentage
Yes	23	65.71%
No	5	14.29%
No Response	7	20.00%

Further Comments

- Developing a consistent assessment to meet our needs.
- Teachers need to provide more input to help select proper assessments and needs.
- We need help turning the data into reality we can implement with each individual student.
- We would like to focus on the students needs and to assist in their performance.
- Could use some guidance on this.
- We did start this process this summer, but needs to continue.
- Needs to include incoming 6th grade data.
- We need to look outside the box.

Results of 2007-2008 Survey of Program Improvement Issues

7. Staff Use of Data – steps included in the plan so that teachers can use the data to inform instruction and support students.

Answer	# Responses	Percentage
Yes	27	77.14%
No	1	2.86%
No Response	7	20.00%

Further Comments

- We need to be able to better use the data to gage the level of the student's competency.
- This is my number one concern.
- Teachers will need specific assistance as it relates to students with special needs.
- We have Bill Demaree coming for this.
- Would be beneficial when teachers could attend.
- We are trying to do this, but could use more help.
- Could use help with how teachers can use data. The elementary already uses data to drive instruction, which is further supported by SFA.
- We always struggle here. Its more a question of time.
- More professional development is always needed.
- The elementary school is doing a real good job of this, but the other schools need to be on board.
- Staff doesn't use data effectively. It seems like our state testing results are never here in a timely fashion. Thus this data is put on back burner.

8. Data Assessments – information and use of specific data assessments.

Answer	# Responses	Percentage
Yes	16	45.71%
No	12	34.29%
No Response	7	20.00%

Further Comments

- We extrapolate this information from test data.
- We are receiving help with this.
- NWEA – How to use assessments to drive instruction.
- Could use help with the NWEA Map assessment reports. Having trouble navigating and using the report site.
- Measure of Academic Progress – MAP, WIDA, and ND State Assessment.

9. Other – other aspects of data not listed.

Answer	# Responses	Percentage
Yes	4	11.43%
No	12	34.29%
No Response	19	54.29%

Further Comments

- Need to come up with better strategies to improve staff and student attendance.

Results of 2007-2008 Survey of Program Improvement Issues

Conducting Data Assistance: How would you prefer to receive assistance with the above identified data issues?

1. Do you prefer your school contract time with a Title I School Support Team member to spend ½ day in your school reviewing your data with you?

Answer	# Responses	Percentage
Yes	21	60.00%
No	11	31.43%
No Response	3	8.57%

2. Do you prefer to attend a data retreat where Title I School Support Team members, DPI staff, and McREL staff assist you/your team with your data issues?

Answer	# Responses	Percentage
Yes	20	57.14%
No	5	14.29%
No Response	10	28.57%

Time Constraints

Is there a preferred time or date for this process to take place? _____

- ➢ After school hours.
- ➢ We are capable, just need the system.
- ➢ I feel this should be done in the summer so it is ready for fall presentation.
- ➢ At the convenience of the Title I school support team member.
- ➢ Summer or mid-school year before Christmas break.
- ➢ We would need some guidance regarding this. I am retiring and my successor is expected to be named by the end of April. He/she should be part of such a process.
- ➢ August or September.
- ➢ Will be doing a data review with staff in May.
- ➢ There was talk of a retreat when we met with McREL last summer. Not sure where that stands.
- ➢ We do a Data Retreat at the end of each school year in May.
- ➢ Districts can do DIBELS and MAP. This is dependent upon data used. NDSA should be May. Access? When is data returned?
- ➢ Mornings before lunch.
- ➢ Before the end of the school year, after April 15.

Survey of School Support Team Training Ideas

We have completed a survey of our districts/schools identified for program improvement and now it's time to concentrate on training our school support team members to act as trainers/mentors in the identified topic areas. As part of our monthly conference call efforts, we will focus on a specific topic areas identified by districts/schools.

Through this survey, school support team members will identify specific question areas where they need training to better assist schools.

Section I: Survey

Please rank each area by need for training, 1=first priority, most important for training, 2=second priority, and so on.

Goals and Activities (Rank 1 – 4)	
	Collective Goals Efficacy (Shared within the district and schools for all plans)
	References the History of What Has Happened in Previous Goals and Activities
	Establishing Goals
	Establishing Activities for Written Goals
	Other:
	Other:

Program Improvement (Rank 1 – 7)	
	Putting Together a Program Improvement Plan
	Pieces of the Plan – Overview
	Pieces of the Plan – Needs Assessment
	Pieces of the Plan – Objectives
	Pieces of the Plan – Goals
	Pieces of the Plan – Activities
	Pieces of the Plan – Evaluation
	Other:
	Other:

Improvement Readiness (Rank 1 – 9)	
	Gathering Background Information
	Knowledge
	Plans
	Setting Up a Data Team
	Improvement Ideas
	Staff to Fulfill Roles
	Establishing Parameters
	Scheduling

	Identifying Strategies to Assist Subgroups
	Making Teachers Aware of Subgroup Strategies
	Having a Plan to Convey Information to Personnel
	Mapping Where You Are
	Other:
	Other:

Implementation (Rank 1 – 10)	
	Road Map Design – Charting a Course for Where You Would Like to Go (Making a strategic plan including timeline, activities, meeting, etc.)
	Strong Leadership – Mentoring to Produce Strong Leadership
	Strong Leadership – Mentoring for Implementation
	Reflective Practice – Assembling Reflective Questions
	Reflective Practice – Probing Questions
	Reflective Practice – Conducting Reflective Questions with a School Team
	Steps of Implementation – Assisting Schools in Implementation (How to Move Along a Timeline)
	Steps of Implementation – Monitor Progress
	Professional Development – What is Quality Professional Development?
	Professional Development – What Types of Services Are Most Beneficial?
	Other:
	Other:

Section II: Data

Since we are also planning to hold a data retreat, please check the box to identify areas that you need more assistance or information.

☐ Data Collection – Analyzing Types of Data
☐ Data Collection – Forming a Plan for Data Collection
☐ Data Organization – How to Use Data Already Collected
☐ Data Disaggregation – Reading Collected Data
☐ Creating a Data Picture – Creating a Comprehensive Data System
☐ Creating a Data Picture – Ways to Analyze Data
☐ Creating a Data Picture – Utilizing Data to Make a Decision
☐ Data Assessment – Gathering More Than Just Program Data
☐ Data Assessment – Turning Assumptions about Data into Reality
☐ Data Assessment – Selecting the Right Assessment Based on the School's Needs
☐ Staff Use of Data – Create Steps in a Plan to Help Teachers Utilize Data for Instruction and Student Support
☐ Data Assessments – Use of Specific Data Assessments

Please complete the survey by **Tuesday, March 18, 2008** and fax to:
Nita Wirtz at (701) 328-4770
Thank You!