

Providing Support for Schools Planning for and Implementing Title I Schoolwides

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Indianapolis, IN
April 26, 2007

Supporting Title I Schoolwide Planning and Implementation

- Learning Point Associates, along with Indiana-based subcontractors Brilljent, LLC and Nita Regich, has been selected by the Indiana Department of Education to provide intensive support for schools that are planning or implementing Title I Schoolwide projects.
- Schools that choose Learning Point Associates for this work will receive assistance, including onsite support as appropriate, over a two-year period.

Who We Are

Our Vision

An education system that works for all learners

Our Mission

We deliver the knowledge, strategies, and results to help educators make research-based decisions that produce sustained school improvement.

Who We Are

- Not-for-profit firm conducting research, policy, evaluation, and professional services work
- Formerly NCREL
- Our focus areas include the following:
 - School & District Improvement
 - Literacy
 - Leadership
 - Teacher Quality
 - Afterschool and Extended Learning Programs

Examples of Contracts and Grants – U.S. Department of Education

➤ National

- The Center for Comprehensive School Reform and Improvement
- National Comprehensive Center for Teacher Quality
- The Center for Educator Compensation Reform (subcontract)

➤ Regional

- REL Midwest
 - Serving Illinois, **Indiana**, Iowa, Michigan, Minnesota, Ohio, and Wisconsin
- Great Lakes East Comprehensive Assistance Center
 - Serving **Indiana**, Michigan and Ohio
- Great Lakes West Comprehensive Assistance Center
 - Serving Illinois and Wisconsin

Current Indiana Projects

- Gary (IN) Public Schools
- Vincennes (IN) Public Schools
- Ft Wayne Community Schools
- Evansville School District
- Elkhart School District
- Huntington School District
- Warsaw Community Schools

Why Clients Return

- Collaborative in style
- Customize to meet your needs
- Capacity building for sustained improvement



The Support Team

- 3 person team for each school
- Wide range of skills to help as a school moves through the Schoolwide process. Our teams include experts in:
 - data collection and analysis
 - strategies to close achievement gaps
 - early childhood education
 - literacy, mathematics and science
 - comprehensive planning
- Expertise in and knowledge of the requirements of the Title I Schoolwide program

The Core Elements

- Work closely with school staff to conceptualize the Schoolwide program process;
- conduct the essential steps in preparing them to “go Schoolwide”;
- help write the required Schoolwide plan; and
- provide oversight and technical assistance throughout implementation.

LPA Team Roles

Team Lead

- Oversees and facilitates process
- Serves as key point of contact with school and Department of Education

Content Specialist

- Provide deeper content support in identified areas
- Facilitate process components

Coordinator

- Coordinate activities
- Record meeting activities
- Provide customized research packets to schools

Planning Assistance

- Assist with creation of school-based planning team;
- organize half-day introductory school planning meeting; and
- conduct half-day workshop with school team to develop or refine school vision.

Comprehensive Needs Assessment

- Lead half-day workshop to prepare for collecting and organizing school data;
- provide data collection guide;
- supply checklists and organizational framework for collecting data;
- offer resource bank of qualitative and quantitative data collection tools; and
- give “on-the-ground” assistance available.

Comprehensive Needs Assessment

- Conduct full-day “co-interpretation” session to --
 - Understand data
 - Identify key findings and root causes;
- create electronic version of school profile;
- support to develop and host “Data Display”; and
- assist in identifying priority needs.

Reform Strategies and Professional Development

- Provide research-based information and strategies;
- guide half-day meeting with committees;
- distribute research packets focused on schoolwide components; and
- support committee members.

Plan to Attract Highly Qualified Teachers

- Consult with national experts
- Support committee members

Parental Involvement

- Assist in devising research-based strategies
- Support committee members

Early Childhood Support

- Aid in creating transition plan;
- provide information summaries; and
- support committee members.

Teacher Involvement in Assessment

- Assist in examining teacher needs;
- make recommendations for professional development to address needs; and
- support committee members.

Assistance for Students with Disabilities

- Assess in place services for students with disabilities;
- work with staff members to review the research base on effective tutoring and out-of-school programs;
- help devise strategies that are realistic and adequately resourced; and
- support committee members.

Coordination and Integration of Programs

- Provide information about allowable integration;
- present models of successful integration practices; and
- support committee members.

Schoolwide Plan

- Conduct a plan-writing workshop;
- meet with staff to craft goal statements based on prioritized needs;
- offer guidance and assistance to ensure that each goal is specific, measurable, realistic, and time bound;
- provide templates and guides;
- review and evaluate plan; and
- give written feedback on plan.

Technical Assistance

- Direct full-day kick-off meeting;
- customize assistance;
- teach school staff to understand and use data, access and apply best practice and research, plan effectively, and monitor and adjust implementation of strategies; and
- organize quarterly meetings focused on specific topic related to continuous school improvement.

Student Assessment Results

- Monitor student assessment results
- Advise on effective formats and venues for sharing achievement information with parents

Year 1 Timeline

- September 2007 -- work with school planning teams begins
- October 2007 – initial data collection is completed
- November 2007 – data co-interpretation meeting
- December 2007 – determine prioritized needs
- February 2008 – plan writing workshop
- April 2008 – district review of revised plan

Year 2 Timeline

- September 2008 – kick-off meeting
- October 2008 - monitoring/technical assistance site visit
- December 2008 - April 2009 - monitoring/technical assistance site visits (December, February, April)
- May 2009 – final conference with IN DOE to review progress

Contact Information

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Examples of Other Learning Point Associates Clients

- Chicago Public Schools
- Community School District 300 (Illinois)
- Delaware Department of Education
- Indiana Department of Education
- The Joyce Foundation
- The Lloyd A. Fry Foundation
- Miami-Dade (FL) Public Schools
- Michigan Department of Education
- New York City Department of Education
- New York State Education Department
- North Suburban Special Education District (Illinois)
- Rochester (NY) City Schools
- South Carolina Department of Education
- U.S. Virgin Islands Department of Education
- Wisconsin Department of Public Instruction

Learning Point Associates Strategic Alliances

- Center for Applied Linguistics
- The College Board
- Institute for Educational Leadership
- National Governors Association
- Northwestern University
- University of Chicago
- University of Memphis
- Vanderbilt University