

**MANAGEMENT/EVALUATION PLAN
2009-2010
Year 5**

State: Puerto Rico

Topic: Statewide System of Support

Goal: To assist the PRDE with refining the practices of the Statewide System of Support (SSOS) and District School Support Teams (SST) to strengthen the SEA’s capacity to facilitate and support school improvement efforts resulting in more schools meeting adequate yearly progress.

Project Description: FLICC will work with the SEA SSOS designees to guide the development, implementation, review and subsequent revision of the structure, practices, and processes employed to provide the schools in improvement with technical assistance and professional development through a cohesive, aligned statewide system of support enabling them to better meet NCLB requirements and achieve academic excellence.

Project Objectives:

- 1. Increase state capacity to design and provide ongoing training and support to District School Support Teams to provide differentiated support to schools based on their school improvement status and needs assessment based on the SSOS Operational Manual.**
- 2. Increase state capacity to comply with SSOS requirements defined in NCLB section 1117.**
- 3. Enhance state capacity to implement school improvement initiatives in compliance with federal regulations.**
- 4. Enhance state capacity to evaluate SSOS and DSST efforts toward school improvement.**

Process Objectives	Outputs/Deliverables	Outcome Objectives	Outcomes for State Capacity
1.1 Assist the SEA with developing and facilitating the delivery of Train-the-Trainer workshops for District School Support Teams (DSSTs) based on the SSOS Operational Manual to enhance their capacities to effectively support schools in improvement. August 2009 – April 2010	SEA administrators will implement a systematic process for providing on-going Train-the-Trainer workshops for DSSTs based on the SSOS Operational Manual to enhance their capacities to effectively support schools in improvement.	80% of SEA SSOS administrators report an increased ability to provide support to school’s in improvement via well selected, trained and supported District School Support Teams and on the guidance provided by the Operational Manual trainings.	A process PRDE can use to provide future TOT workshops.

Process Objectives	Outputs/Deliverables	Outcome Objectives	Outcomes for State Capacity
<p>1.2 Assist the SEA with reviewing and expanding the criteria used to prioritize schools in improvement status and determine the type, intensity and duration of services received.</p> <p>September – October 2009</p>	<p>SEA administrators will review and expand, as needed, the criteria used to prioritize schools in improvement and determine the type, intensity and duration of services received.</p>	<p>80% of SEA SSOS administrators report an enhanced ability to explore and identify additional criteria to be considered when prioritizing schools for services.</p>	<p>An SOS Operational Manual to distribute to schools identified for improvement.</p>
<p>1.3 Assist the SSOS Steering Committee and/or work group with validating the differentiated menu of services for schools at various levels of improvement (corrective action, restructuring, etc.) based on an analysis of risks and available resources.</p> <p>August – October 2009</p>	<p>SEA, Steering Committee and DSSTs are involved in cataloging available resources and identifying potential risks to validate the differentiated menu of services proposed for schools in improvement.</p>	<p>80% of SSOS members report increased ability to validate the appropriateness of a menu of services differentiated to meet school needs.</p>	<p>An established steering committee representing all key divisions in PRDE that can come together and make cross divisional decisions.</p>
<p>1.4 Assist the SEA and DSSTs with the implementation of a service delivery system for schools in improvement that provides services differentiated by type, intensity and duration based on an analysis of risks and available resources.</p> <p>September 2009 – April 2010</p>	<p>SEA, Steering Committee and SSOS School Support Teams are involved in implementing a service provision system that differentiates the type, duration and intensity of services to be provided based on a risk analysis.</p>	<p>A majority of SSOS members report the ability to implement a system of differentiated services based on a risk analysis and review of available resources without FLICC's assistance.</p> <p>80% of SSOS members report that FLICC's technical assistance in implementing a differentiated service system was of high quality, relevance, and utility.</p>	
<p>1.5 Assist the SEA and DSSTs with the design and implementation of an evaluation of SSOS service delivery to schools in improvement.</p> <p>December 2009 – January 2010</p>	<p>SEA, Steering Committee and SSOS School Support Teams design and conduct an evaluation of the implementation of a differentiated service system.</p>	<p>80% of SSOS members report that FLICC's technical assistance in designing and conducting an evaluation of the delivery of service to schools in improvement was of high quality, relevance, and utility.</p> <p>A majority of SSOS members report enhanced ability to evaluate the delivery of services without FLICC's assistance.</p>	

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<p>1.6 Assist the SEA with updating SSOS procedures and the Operational Manual based on observations made throughout the year during trainings and while “shadowing” the various stages of service delivery in the USATAD Cycle of Support. April – June 2010</p>	<p>SEA revises SSOS procedures and documents based on a trial year of implementation and stakeholder feedback.</p>	<p>80% of SSOS members report increased ability to review and revise SSOS procedures and documents without FLICC’s assistance.</p>	
<p>2.1 Continue to co-facilitate regular meetings with the SEA and SSOS Steering Committee and/or work group to guide and review the work conducted by the SSOS and DSSTs to support schools in improvement. September 2009 – April 2010</p>	<p>Regular meetings are held with the SEA and SSOS Steering Committee and/or work group to review, assess, and make recommendations to foster the effective delivery of services to schools most in need by the DSSTs.</p>	<p>All SEA and SSOS Steering Committee and/or work group members report an increased understanding of how to review and guide the work of the SSOS and DSSTs without FLICC assistance.</p> <p>80% of SEA, Steering Committee, and/or work group members report that FLICC’s assistance was of high quality, relevance, and utility.</p>	<p>Process to ensure compliance in allocating 1003g funds</p>
<p>2.2 Support the SEA in the implementation of the 1003 school improvement applications, particularly in enhancing the capacity of the DSSTs. August 2009 – May 2010</p>	<p>The SEA is in compliance regarding the implementation of 1003 applications and funds to implement school improvement initiatives.</p>	<p>80% of the SEA SSOS members report an increased ability to implement meaningful school improvement initiatives utilizing the 1003 funding source without FLICC assistance.</p>	<p>The SSOS includes a Distinguish Educators program to assist schools that need improvement as well as a plan that provides incentives for schools as they make substantial improvements.</p>
<p>2.3 Provide guidance to the SEA on incorporating a Distinguished Educator initiative into school improvement and SSOS efforts, including identifying desired competencies, selection criteria and process, and deployment plan. August – November 2009</p>	<p>The SEA develops a Distinguished Educator program to enhance school improvement efforts, particularly as members of DSSTs and/or site-based Instructional School Coaches. These edicts are reflected in Carta Circulares, the SSOS Organizational Manual, the HR Department, and other appropriate locations.</p>	<p>Participants report having increased ability to design a comprehensive Distinguished Educator initiative, including identifying desired competencies, selection criteria and process, and deployment plan, without FLICC assistance.</p>	

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<p>2.4 Provide guidance to the SEA on developing a Rewards and Sanctions plan aligned with school improvement efforts. September – December 2009</p>	<p>The SEA develops a Rewards and Sanctions plan utilizing positive and negative incentives, aligned with school improvement efforts and reflected in Carta Circulares, the SSOS Organizational Manual, the HR Department, and other appropriate locations.</p>	<p>80% of SEA members report that FLICC's assistance was of high quality, relevance, and utility.</p> <p>Participants report having increased capacity to identify positive and negative rewards, sanctions, and incentives to help manage school and district improvement efforts.</p>	
<p>3.1 Assist SEA with designing and delivering training on roles and responsibilities of the SSOS and District School Support Teams (DSSTs) and effective school improvement practices and interventions (conducting walk-through visits, data disaggregation, data driven decision making, school-wide reform models and strategies, etc). September 2009 – April 2010</p>	<p>SEA designs and delivers Train-the Trainer workshops.</p> <p>Members of the SSOS and DSSTs are trained in their roles and responsibilities.</p> <p>Members of the SSOS, Steering Committee, and DSSTs are trained in effective school improvement practices and interventions.</p>	<p>75% of SEA clients trained report that the training was of high quality, relevance, and utility.</p> <p>All SEA clients trained report having an increased understanding of roles and responsibilities of SSOS and effective school improvement practices for DSSTs.</p> <p>60% of SEA clients and the SSOS trained report having an increased ability to facilitate the school improvement process through providing on-going, intensive, aligned support to schools in improvement.</p>	
<p>4.1 Guide the SEA and DSSTs through an analysis of data regarding the design, implementation and effectiveness of current school improvement plans and initiatives. October 2009 – February 2010</p>	<p>SEA, Steering Committee and/or work group, and DSSTs are trained in analyzing data to assess the effectiveness of the design and implementation of current school improvement plans, instructional practices and results of initiatives in schools in improvement.</p> <p>Increased awareness of gaps between current initiatives and effective research-based school improvement models and strategies.</p>	<p>80% of Steering Committee and SSOS members report that FLICC's assistance in identifying and evaluating the effectiveness of current school improvement initiatives in PR schools was of high quality, relevance, and utility, as well as helpful.</p> <p>60% of Steering Committee and SSOS members report possessing an ability to examine data to assess the effectiveness of current school improvement initiatives without FLICC's assistance.</p>	<p>A data analysis process to use with schools in need of improvement.</p>

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<p>4.2 Provide resources to the Steering Committee and/or SSOS work group and DSSTs on effective research-based school improvement models and strategies. October 2009 – February 2010</p>	<p>SEA, Steering Committee and DSSTs are involved in exploring effective research-based school improvement models and strategies.</p> <p>Increased awareness of effective school improvement initiatives.</p>	<p>Steering Committee and DSSTs report that FLICC's assistance in identifying resources was of high quality, relevance, and utility.</p> <p>Steering Committee and DSSTs report that the resources were of high quality, relevance, and utility.</p> <p>Steering Committee and DSSTs report possessing an increased ability to locate appropriate and relevant resources (e.g., research-based school improvement models and strategies).</p> <p>Regional and district SSOS members report that schools exhibit an ability to implement best practices and strategies as evidence in their school improvement plan. (Indirect IMPACT)</p> <p>100% of SSOS members report that FLICC's technical assistance was useful in analyzing SSOS functions and provision of differentiated services to improve services to schools in improvement and identify areas for additional training and support.</p>	
<p>4.3 Assist PRDE in conducting thorough end-of-year analyses of SSOS functions and timely delivery of services to schools in improvement differentiated by type, duration and intensity of delivery, and identifying areas for additional training and support. March – May 2010</p>	<p>SEA and SSOS members will participate in analysis and revision of processes in place to provide differentiated services to schools in improvement and identify areas for additional training and support.</p>	<p>85% of SSOS members report an increased ability to analyze the effectiveness of the SSOS in providing differentiated services to schools in improvement and to identifying additional training and support needed without FLICC's assistance.</p>	

Responsible Parties:

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