

Setting the Goals

Development of Action Plan(s)

ILCD Action Plan

ILCD Action Plan(s), which is either an improvement plan or part of a School Improvement Action Plan/Goal, will be developed to address those improvement strategies identified by the district's ILCD Steering Committee.

ILCD Improvement Plan

Once the district has addressed any compliance issues, they will then set upon the task of developing Action Plan(s) for the improvement needs identified as part of their self-assessment. These improvement needs are not related to the School Improvement activities for that year, but they may be an improvement that will affect school improvement over the upcoming years.

ILCD Improvement Plans will also be submitted to the district's NDE Regional Program Specialist for review of content and impact on any compliance issues. Improvement plans will be monitored over the next two phases of the process and progress will be submitted to the district's ILCD Steering Committee as part of the ILCD Annual Status Report.

Integrated Within School Improvement (SIP) Action Plan/Goal

These improvement needs are directly related to or integrated into the school improvement activities for that year. These activities will be reviewed as part of the ILCD Self-Assessment and as part of the district's overall school improvement activities.

Integrated Within School Improvement (SIP) Action Plan/Goal will also be submitted to the district's NDE Regional Program Specialist for review of content and impact on any compliance issues. Integrated Within School Improvement (SIP) Action Plan/Goal will be monitored over the next two phases of the process and progress will be submitted to the district's ILCD Steering Committee as part of the ILCD Annual Status Report.

NDE Review

It is the responsibility of the Program Specialist to conduct a review of the ILCD Process for each of the school districts within their assigned ESUs during Phase 3 of the process following completion of Phases 1 and 2.

Preparation for Review Process

The review of each school district will be completed with some district-specific features, but must include all of the components outlined in this protocol to insure consistency and rater reliability among the Program Specialists.

Step 1: Contact the ILCD Facilitator

This will establish the role the facilitator has taken with the school district. In some cases, the ILCD Facilitator is the special education administrator for the district and is very actively involved in the ILCD Process. In other cases the ILCD Facilitator may have shared information on the ILCD Process with the school district, done some training, but other than that has not been involved in the implementation of the ILCD Process in that district. It will be important to note the involvement of the ILCD Facilitator and its impact on the completion of the ILCD implementation.

Step 2: Contact the School District

This contact will be with the district ILCD person, which may or may not be their special education director. The process of the review begins.

Step 3: Review the General Information

County/District #

School District Name

Date of the Review

NDE Reviewer(s)

Participants on the Review Team from the School District

Step 4: Review of Elements in Each of the Phases

Phase 1 – Information on the membership, the meetings and the training activities carried out by the Steering Committee. This information will help the reviewer(s) understand the extent of the alignment between the ILCD and SIP Processes. It also indicates the level of training given to the Steering Committee and any difficulties the team may be experiencing in completing the ILCD Process. Additionally, any of the activities the steering committee has conducted that were considered exemplary should be discussed and acknowledged during this process.

Phase 2 – Review the ratings on the inquiries and correlation to data collected. The NDE Review will include a review of all data to determine if the baseline data supports the Performance Rating for each of the Inquiries. It will be an opportunity for the district to discuss each of the Inquiries and the impact of the process in identifying strengths and weaknesses across the district.

If there is an inquiry identified as ‘Not Acceptable’, which is tied to compliance with standards of Rule 51, there must be a Correction Action Plan (CAP) in place to address the issue(s) identified.

When the review is taking place, the Correction Action Plan for compliance should be finalized through an onsite visit/review of files to document the district’s compliance phase. If there are standards that were not included in the Corrective Action Plan already, or compliance has not been achieved within the one (1) year timeline, there needs to be an amended Correction Action Plan developed, implemented, and completed within a 60-day timeline.

Phase 3 – Any concerns identified during the review will be brought to the attention of the ILCD Committee.

- An improvement strategy for each ‘Not Acceptable’ performance level; and
- A method to monitor progress, which will reflect improvement as compared to the baseline data.

If there is an inquiry identified as ‘Not Acceptable’ for reasons other than compliance, there must be an improvement plan in place to address the issue(s) identified

If an inquiry has been identified as ‘Needs Improvement’ but no improvement plan has been developed for it at this time, there needs to be a discussion on how the inquiry or issue will be monitored.