Student and School Success Action-Planning Handbook:
A Guide for School Teams

Randy I. Dorn
State Superintendent of Public Instruction

REVISED
February 2015
OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.
Student and School Success

Prepared by
Sue Cohn, Ed.D., Education Consultant

Office of Student and School Success
Office of Superintendent of Public Instruction
Andrew E. Kelly, Assistant Superintendent

Randy I. Dorn
Superintendent of Public Instruction

Ken Kanikeberg
Chief of Staff

Gil Mendoza, Ed.D.
Deputy Superintendent, K–12 Education

REVISED
February 2015
Table of Contents

Foreword

Acknowledgements

I. Introduction

II. Action-Planning Process
   ✓ Step 1: Assess Need for Change
   ✓ Step 2: Identify “Problem(s) of Practice”
   ✓ Step 3: Select Intervention(s) to Address Identified Needs
   ✓ Step 4: Craft Action Plan for Change
   ✓ Step 5: Implement Action Plan
   ✓ Step 6: Monitor and Revise Plans, Moving Toward Full Implementation

III. Active Implementation

IV. Merging Student and School Success Action Plan and Title I Schoolwide Plan in Indistar®

V. Merging Student and School Success Action Plan and Title I Targeted Assistance Plan in Indistar®

VI. Next Steps and Conclusion

VII. Appendices
   Appendix A. Screenshots for Indistar® Action Steps
   Appendix B. Data Collection Tools, Data Analysis Tools, and Protocols to Identify and Prioritize Problems of Practice
   Appendix C. Current Level of Development Guidance
   Appendix D. Active Implementation Frameworks - Resources
   Appendix E. Frequently Asked Questions
   Appendix F. Supporting Documents for Schoolwide Plans
   Appendix G. Supporting Document for Targeted Assistance Plans
   Appendix H. ESEA-AYP School Improvement Plan Required Component and Indistar® School-Level Expected Indicator Alignment
Foreword

Courageous leadership supporting transformational teaching for learning is the key to improving the education system in our state and eliminating the achievement gaps that continue to exist. Every student should attend an excellent school and be taught by an exceptional teacher!

The Student and School Success Action-Planning Handbook: A Guide for School Teams is a tool your school team will use to measure current effectiveness and guide your school’s action-planning efforts. This handbook supports an intensive examination of the school’s practices compared to seven research-based principles of student and school success; the outcome of this examination is the identification of key strategies that will have a substantial impact on creating the conditions for student success.

The handbook also guides Leadership Teams in Title I schools to integrate their Student and School Success Action Plan and Title I, Part A Schoolwide Plan or Targeted Assistance Plan using an online action-planning tool (Indistar®). The planning and implementation processes for these plans are similar, and their intent is the same: implement schoolwide reform strategies that create a systematic approach to engage low-achieving students and the whole school population in rigorous career- and college-ready curriculum, instruction, and assessments so they graduate prepared for post-secondary opportunities and expectations.

This work and the decisions that you make are essential in ensuring that all 1.1 million students in Washington graduate from high school with equality in outcome. This is the civil rights issue of our generation. Thank you in advance for advocating for all children as if each were your own. We can and must do this work! Our kids are counting on us!

For Kids,

Andrew E. Kelly
Assistant Superintendent
Office of Student and School Success
Acknowledgements

The following educators also assisted in the development of this handbook:

- Chriss Burgess, Education Consultant/Success Coach, Office of Student and School Success, OSPI
- Travis C. Campbell, Director, K-12 Education, Office of Student and School Success, OSPI
- Larry Fazzari, Program Supervisor, Title I/LAP and Consolidated Program Review, OSPI
- Andrew E. Kelly, Assistant Superintendent, Office of Student and School Success, OSPI
- Nate Marciochi, Program Supervisor, Title I/LAP and Consolidated Program Review, OSPI
- Gayle Pauley, Assistant Superintendent, Title I/LAP and Consolidated Program Review, OSPI

Additional resources used in creating this handbook include:

- Active Implementation Hub Website (AI Hub). The AI Hub is developed and maintained by the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) and the National Implementation Research Network (NIRN) at University of North Carolina at Chapel Hill's FPG Child Development Institute.
I. Introduction

The continuous improvement cycle is just that—continuous. The ongoing focus is the fundamental goal—high achievement for all students—and promoting actions that build habits of inquiry. (Laba, 2011, p. 19)

The Office of Student and School Success created the Student and School Success Action-Planning Handbook: A Guide for School Teams to assist schools and their districts to (a) examine ways they can most effectively increase educator capacity, improve student achievement, and close achievement gaps; (b) use the Indistar® action-planning tool created by the Center on Innovation and Improvement to assess, create, implement, monitor, and revise their Student and School Success Action Plans; and (c) utilize Indistar® to integrate their Title I Schoolwide Plan or Targeted Assistance Plan with their Student and School Success Action Plan.

The ongoing action-planning process described in this handbook explicitly includes stakeholders from across the school community in examining data and determining what will be necessary to bring about equality in outcome for all students. Together with their staff and other stakeholders, leadership teams examine practices described in research as contributing significantly to building educator capacity for:

a. Substantially raising student achievement,
b. Identifying and closing opportunity and achievement gaps, and
c. Removing inequitable structures that impact learning.

These practices are referred to as “School-Level Expected Indicators.” All Indistar® Indicators were identified by the Academic Development Institute as essential to accelerate improvement of educator practice and to significantly increase student achievement. Expected Indicators should be viewed as integrated and interrelated, since none will bring about significant and sustainable change in schools when implemented in isolation.

The guide also identifies steps and suggests strategies and tools for school teams to use as they assess, create, implement, monitor, and revise action plans around the Expected Indicators.

District Role in School Improvement

Ultimately, the district is accountable to ensure the greatest likelihood of school improvement efforts and interventions having their intended impact on educator practice and student outcomes.

Because of this, the school improvement process described in this handbook also engages district teams in examining critical district policy, programs, and practices that impact the improvement of student learning in all schools, including schools with persistent low performance. Each step requires district leadership and support for change efforts to have their maximum impact on school-level educator practice and student learning.

Pause and Reflect I.1

- How do the needs of all students in your school—including subgroups of students—and teachers inform your action planning, resource allocation, and decision making?
- How do you view your work through a lens of equity, ensuring equality in outcomes for all students across your school?
- How do you engage all of your staff in viewing improvement efforts through that same lens?
- How does your central office administration provide leadership, coordination, and resources to implement and support equality in outcomes that result in high standards of achievement for ALL students in your school?
Framework for Change - *Window of Opportunity*

The identification of a school as “challenged” (e.g., Priority or Focus school) serves as a “catalyzing event” that captures the attention of the school, its districts, and its community. It “opens up a window of opportunity allowing schools and their districts to take strategic actions that *simultaneously change beliefs and improve what isn’t working*” (Lane, 2009, p. 6).

Research suggests schools that are doing an effective job in meeting their students’ needs share common attributes:

- High expectations for all students
- Strong leaders and effective teachers
- Standards-aligned curriculum, instruction, and assessment systems
- Frequent use of data to inform instruction decisions and school improvement planning
- Safe and supportive learning environments
- Parent/family and community engagement

The framework for change described in this guide engages schools in assessing and building their capacity to initiate, support, and sustain improvements aligned with these attributes. New learning occurs throughout the process and leads to changes in behaviors, policies, and practices, and ultimately, the culture of the school.

**Begin with the End in Mind**

The action-planning process begins with the school community envisioning what the school would be like if *ALL* students receive what is needed to develop their full academic and social potential. As seen in Figure 1, they *plan with the end in mind.*

Leadership teams identify the *new learning* and *changes in practice (Interventions)* needed to achieve their desired results (*Outcomes*). They then select strategies (*Outputs*) and determine resources that will be needed (*Inputs*) to support and sustain implementation of their interventions over time.

**Moving Interventions to Full Implementation (See Section III in this guide)**

Leadership teams identify evidence-based programs and innovations (*Interventions*) required to achieve intended changes for students and educators. This requires teams to *explore* programs or innovations aligned with their needs, desired outcomes, capacity, resources, and readiness for replication. They then *install* structures at school and district levels to support the program or intervention, paying particular attention to needed strategies and resources (Blase & Fixsen, 2013).

Once all components of the program or innovation are in place, teachers and leaders begin putting the new program or innovation to use (*Initial Implementation*). The implementation supports begin to function, and the district and school systems begin to change to facilitate the use of the innovation and realize intended benefits (Blase & Fixsen, 2013).

*Full implementation* occurs as teachers and leaders skillfully provide new programs, and improved outcomes are achieved. New learning at all levels becomes integrated into classroom, building, and district settings. In full implementation, the processes and procedures to support the new way of work are in place. School and district systems have largely been recalibrated to accommodate and support the new ways of work. Research indicates the time it takes to move from initial
implementation to full implementation is approximately two to four years, depending upon (a) the complexity of the new program or innovation, (b) development of school and district infrastructures to support teachers and leaders, and (c) availability of implementation supports and resources (Blase & Fixsen, 2013).

Pause and Reflect 1.2

- Will changes the school is considering require new learning, or are they within the current knowledge and skill level of your educators who will implement the change?
- What organizational structures and systems at the school level do you need to put in place to support teachers to effectively install and implement new programs or innovations? The district level?
- How do you ensure school systems are accommodating the innovation, rather than the innovation adapting to your current system? How do you engage district systems accommodate the innovation?

Action Planning Using Indistar®

“The drive for rapid and continuous school improvement places demands on school personnel that require support strategies to ensure their success.” (Laba, 2011, p. 3).

The action-planning process enables districts to ensure infrastructure, policies, and procedures are in place to support school teams to install, implement, and sustain new programs and innovations. This requires districts to engage their central office staff in continuously finding, designing, and implementing progressively more effective services and supports for improvement of teaching, leading, and learning across the district (CEL, 2013, p. 2).

Both districts and schools engage in an action-planning cycle (Figure 2). As interventions and practices become embedded in the daily routine of the district and school, that is, as they become “the way we do things here,” Leadership Teams move forward in their continuous improvement process to identify emerging problems of practice. They then engage in the action-planning cycle depicted in Figure 2 to select and implement research-based practices essential for addressing identified needs.

Figure 2. Action-Planning Cycle for Continuous Improvement of Educator Practice and Student Learning
This handbook provides detailed descriptions to support schools, in collaboration with their district, to (a) engage in each step of this process, (b) align actions and interventions with the unique needs of their students and school, and (c) use Indistar® as the platform for their work.

**Pause and Reflect I.3**

- Who in our school is responsible to shepherd the school action-planning process?
- How do we engage district-level leadership teams in school-level action planning?
- How do we facilitate our staff in reflective, data-driven conversations focused on increasing student achievement and closing opportunity and achievement gaps? How often do we engage in these conversations?

**Supporting Documents**

This handbook is intended to support the action-planning efforts of schools and their districts across Washington State. Additionally, leaders in Priority and Focus schools will find this guide can assist them in addressing requirements around the 17 School-Level Expected Indicators.

As indicated earlier, all Indistar® Indicators were identified by the Academic Development Institute as essential to accelerate improvement of educator practice and to significantly increase student achievement. Each Indicator describes a concrete behavior or professional practice that research has affirmed contributes to student learning. Indicators provide exemplars that help leadership teams understand how specific practices look when effectively implemented. They are written in plain language, so teams can respond with certainty when asked if a specific behavior is standard practice across the school. This format makes it easier for teams to identify needed changes, create plans to improve practice, and monitor progress toward desired outcomes (Laba, 2011).

OSPI’s Central Office Action Planning: Guidance for Districts with Priority and Focus Schools provides additional information for district teams. The document is accessible at [http://k12.wa.us/StudentAndSchoolSuccess/default.aspx](http://k12.wa.us/StudentAndSchoolSuccess/default.aspx).

**Contact Information**

Please contact the Office of Student and School Success at studentandschoolsuccess@k12.wa.us or (360) 725-4960 with questions. Email Indistar@k12.wa.us or call (360) 725-4960 for further information about Indistar®. The Indistar® website ([http://www.indistar.org/](http://www.indistar.org/)) provides additional supporting information.
II. Action Planning Using Indistar®

Launching a school improvement process begins with asking the question, “Where are we now?” Before a plan can be developed to move the school toward excellence, the team must examine what the school is doing compared against research-based standards of excellence. (Laba, 2011, p. 12)

The action-planning process enables schools to ensure infrastructure, practices, and systems are in place to support their teams to install, implement, and sustain new programs and innovations. As indicated in the Introduction, both schools and their districts engage in the continuous improvement process shown below (Figure 3).

![Figure 3. Action-Planning Cycle for Continuous Improvement of Educator Practice and Student Learning](image)

This section provides detailed descriptions to support school teams, in collaboration with their district, to (a) engage in each step of this process, (b) align their actions and interventions with the unique needs of their students and school, and (c) use Indistar® as the platform for their work.

The table below describes specific steps in the action-planning process and corresponding Indistar® actions. Technical instructions and documents referenced in the table are available on Indistar® and are included in the Appendix. Note that schools will first need to identify the leadership team who will guide the process.

Both the action-planning steps (Table 1) and continuous improvement process (Figure 3) align with guidance provided in OSPI’s Central Office Action Planning: Guidance for Districts with Priority and Focus Schools.
<table>
<thead>
<tr>
<th>Improvement Cycle</th>
<th>Step in Action Planning</th>
<th>Corresponding Indistar® Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess need for change</td>
<td>1. Collect and analyze data</td>
<td>• Download Data Reflection Protocol from Docs and Links</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Upload aggregate Data Reflection Protocol and other data to Indistar® (Optional)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Current Level of Development Review</td>
</tr>
<tr>
<td>Identify “Problem of Practice”</td>
<td>2. Identify problem of practice using Current Level of Development Review</td>
<td></td>
</tr>
<tr>
<td>Select intervention to address identified need</td>
<td>3. Explore and select intervention aligned with school and district needs</td>
<td>• Assess all 17 School-Level Expected Indicators*</td>
</tr>
<tr>
<td></td>
<td>Assess alignment of school and district policies, procedures, etc. with intervention</td>
<td>• Identify at least one “active” Expected Indicator for each Student and School Success Principle*</td>
</tr>
<tr>
<td></td>
<td>Submit evidence</td>
<td>• Upload supporting evidence for Expected Indicators assessed as Fully Implemented</td>
</tr>
<tr>
<td>Implement Action Plan</td>
<td>5. Implement Action Plan</td>
<td>Implement tasks identified in Action Plan</td>
</tr>
<tr>
<td>Monitor and revise plan, moving toward full implementation</td>
<td>6. Monitor implementation and impact and revise as needed</td>
<td>Monitor active Expected Indicators on Indistar® and revise/add tasks if needed</td>
</tr>
</tbody>
</table>

*Priority and Focus Schools are required to assess all 17 School-Level Expected Indicators. They are also required to create action plans in Indistar® for at least one Expected Indicator for each Student and School Success Principle. These Indicators are referred to as “active” Expected Indicators. Each will have S.M.A.R.T. Goals, tasks, and timelines, and the progress around implementation and impact for each active Expected indicator is regularly monitored by the school and district.
Before Beginning: Select Leadership Team to Shepherd the Process

Overview
The Leadership Team engages school staff, district leadership, and the community in the continuous improvement process. The team facilitates the action-planning process with key stakeholders and guides staff and community as they create and implement aligned action plans at the district and school levels. As indicated in Section III, the plan provides the foundation for the organizational, administrative, and leadership supports essential for teachers and leaders to effectively implement their new practices and innovations.

The conversations and thinking of the Leadership Team are critical to building the readiness and capacity of staff to make changes in leadership, instructional, and system-wide practices that will significantly impact student achievement. Team members should exhibit an attitude of inquiry, willingness to suspend judgment, and commitment to search for options suited to school and district capacities, resources, and vision.

Note. Leaders in small schools may decide that the entire staff should engage in the action-planning process together. Engagement of the entire staff will impact the time required to move through each step, from collecting and analyzing data through creating and monitoring action plans.

The quote from OSPI’s School Improvement Planning Process Guide (2005) reminds us of the significant role of stakeholders both in creating and implementing action plans:

> Effective, sustainable school improvement requires many stakeholders in the school community to become active, engaged, and empowered. Stakeholders include students, teachers, parents, and families, as well as members of the community. Each stakeholder should be recognized as a valuable contributor to the continuous improvement process. While their roles include a variety of activities and outcomes, the purpose is always the same: to deliver high-quality education to all of our students. (Inside cover)

Engaging “key stakeholders” in the action-planning process will ensure that the process:
- Takes all significant perspectives into account;
- Earns support for successful implementation;
- Provides opportunities to expand the school’s “learning community”; and
- Results in “equality in outcome” for all students.

Membership: A sample matrix for creating the Leadership Team follows:

<table>
<thead>
<tr>
<th>Table 2. Suggested School Leadership Team Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Team</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Teachers who lead Instructional Teams (e.g., Content Teams; Grade-Level Teams), Special Education teachers, and English language development teachers</td>
</tr>
<tr>
<td>Key professional staff (e.g., Counselor, Para-professionals)</td>
</tr>
<tr>
<td>Parents/community members representing diversity of student body</td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>Administrator/designee from “feeder pattern” school</td>
</tr>
<tr>
<td>District administrator with decision-making authority</td>
</tr>
</tbody>
</table>
Leadership Team responsibilities include the following:

- Ensure the action-planning process engages stakeholders in (a) examining a variety of achievement, demographic, perceptual, and contextual data; (b) assessing school performance based on the 17 School-Level Expected Indicators; and (c) facilitating the creation of action plans for at least one Expected Indicator for each Student and School Success Principle. These indicators are referred to as “active Indicators.” Each active Indicator will have S.M.A.R.T. Goals, tasks, and timelines in Indistar; teams will regularly monitor progress around both implementation and impact of active Indicators.

- Serve as a conduit of communication between school staff and district administration and with community stakeholders.

- Frequently examine implementation data (e.g., fidelity, process, and effort), school performance data (disaggregated), and aggregated classroom observation data to make decisions about school improvement and professional development needs.

- Monitor and update/revise the action plan as needed.

Indistar®: See Appendix A for detailed description of steps to add team members to your District Home Page on Indistar®.

Time Commitment: The Leadership Team will meet regularly (twice a month for at least two hours) throughout the year, meeting more often as needed to facilitate the action-planning process, create the action plan, monitor progress, and revise plans if needed.

Pause and Reflect II.1

Your school is focused on significantly boosting the performance of your Students with Disabilities subgroup. Your Leadership Team is engaged in the action-planning process on Indistar®. How do you ensure the Team engages both special education and general education teachers in your action-planning process?

Step 1: Assess the Need for Change

Before a plan can be developed to move the school toward excellence, the team must examine what the school is doing compared against research-based standards of excellence. A comprehensive assessment of the practices and policies the school enacts, particularly when measured against practices that highly effective schools employ, focuses attention on the changes that are most likely to result in gains in student learning.

(Laba, 2011, p. 12)

Leadership teams engage in two complementary activities during this step:

A. Collect and Analyze Data
B. Complete Current Level of Development Review

Information about each activity follows.

A. Collect and Analyze Data

Overview: Leadership Teams anchor their action-planning efforts in two complementary questions: “Where are we now?” and “Where do we want to be?” They are tasked with collecting and analyzing information (i.e., data) about the school and its district and community that tell the school’s story. These data enable stakeholders to deepen their understanding of facts—as compared to feelings—about the school. Data can assist in articulating the following: (a) school and district strengths; (b) programs and services that have the greatest potential for
growth based on current data; and (c) barriers (e.g., systems and practices) to increasing educator capacity, accelerating student achievement, and closing opportunity gaps.

This step in the process supports leaders to identify starting places for their transformation to support change efforts. Again, as indicated in the Introduction, there is not a perfect starting place. Rather, teams use their data as they respond to questions about their current practices, engage in discussions with key players at the school and district levels, examine where they are with respect to student outcomes, study the level and type of differentiated supports provided to students and staff, and understand where the school stands in improving leading and teaching across the school. Together, these will inform the next steps identified by the team. (See “Current Level of Development” in Appendix.)

**Purpose:** Data collected and analyzed by the Leadership Team will inform decision-making throughout the action-planning process, from *assessing* Indicators to *creating* action plans and *monitoring* progress. Data from a variety of sources can:

- Create a baseline on educator practice, student achievement, and stakeholders’ attitudes and beliefs.
- Increase understanding of demographic profiles, including racial, ethnic, and socio-economic factors that may influence school success.
- Provide an accurate picture of current systems, practices, and procedures.
- Surface inequitable outcomes and educator practices influencing those outcomes.
- Identify gaps between current status and desired outcomes for student achievement and educator practices.
- Assist teams to prioritize needs that will have the greatest impact on student learning, set measurable goals, and assess progress toward those goals in the short term and over time.
- Guide actions at the student, educator, classroom, school, and district levels essential to improving outcomes for all students.

---

**Process – Collect Data**

Assign Leadership Team members to collect additional achievement, demographic, perceptual, and contextual data (see *What to Collect Worksheet* in Appendix B). Teams will collect and analyze a variety of data related to their school and district. In addition to data related to the performance of their “All students” group, teams will also examine disaggregated data around low-performing subgroups and opportunity and achievement gap data.

---

**Process – Analyze Data**

The Leadership Team should display achievement and other data types in ways that stimulate conversation and enable team members to gain understanding essential for completing the *Data Reflection Protocol* (Appendix B). Leadership Team members should clearly label and display all data, since raw data can cause confusion, be misinterpreted, and/or lead to erroneous conclusions.

The team should organize the data so that they tell the story of the school. Disaggregating the data (i.e., “sorting data about a large group into meaningful subcategories”) enables teams to uncover problems that have historically been hidden if data have always been averaged over the larger group (Barnes, 2004, p. 16).

Sufficient time should be provided for participants to analyze various data sources and complete the *Data Reflection Protocol*. Stakeholders may use their individual responses to formulate an aggregate team response on the *Data Reflection Protocol*. Encourage team members to “relate and compare multiple pieces of data to
one another” to see if they tell a consistent story (Barnes, 2004). Suggest they look for trends to see what patterns might emerge when the data are looked at collectively or over time. For instance, how does student achievement on state tests compare to the progress reports given during the year?

The *Data Reflection Protocol*, as well as the Data Carousel Activity described in Appendix B, will engage stakeholders as they review the data. Note. While the use of the *Data Reflection Protocol* is optional, engaging in a deep reflection around the data is not. Leadership teams using a different protocol are asked to upload that protocol to *Document Upload* on Indistar*. Similarly, the Data Carousel Activity described in Appendix B is one of a variety of strategies Leadership Teams may use to engage their staffs in analyzing data.

**Time Allocation:** Stakeholders and the Leadership Team will need 2-3 hours to complete this step of the action-planning process.

![Pause and Reflect II.2](image)

**What data will your team collect to deepen its understanding of the following?**

- **School and district strengths**
- **Programs and services that have the greatest potential for growth for the school and subgroups based on current data**
- **Barriers (e.g., systems and practices) to increasing educator capacity, accelerating student achievement, and closing opportunity gaps at individual schools and across the district**

---

**B. Complete Current Level of Development Review (CLD)**

**Overview:** This process engages team members in reflecting on their current thinking about where their school stands on main dimensions of improvement and transformation, as best they understand them now.

It requires Leadership Teams to determine the school’s progress (i.e., *No Development or Implementation, Limited Development or Implementation*, or *Full Implementation*) for each of the 17 School-Level Expected Indicators. Leadership Teams are encouraged to examine data related to their “All students” group and subgroups when determining the level of development on each Indicator. Conclusions will support the team in completing subsequent steps in the action-planning process.

**Process:** Team members complete the *Current Level of Development Review* (Appendix C). Table 3 provides a brief explanation of each level of implementation. Items where *Current Level of Development Review* scores differ widely may indicate areas in need of focused attention of some kind. If scores are widely divergent in most categories, then the Leadership Team will need to focus attention and effort to reach agreement on a consensus score for the school.

The Leadership Team is encouraged to approach this step in the process remembering that the goal is not to proclaim right and wrong. Rather, it is to develop new critical perspectives on school, district, and educator practices. Maintaining this perspective will enable significant learning to emerge for everyone involved. We can only change our practices when we make them visible, and this step in the action-planning process is designed to do just that.
Table 3. Levels of Implementation, Implementation Stage, and Description

<table>
<thead>
<tr>
<th>Level of Implementation</th>
<th>Implementation Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Development or Implementation</td>
<td>None</td>
<td>The Leadership Team may be in the process of assessing its needs; however, the team has not yet begun the process of identifying problem(s) of practice and selecting interventions.</td>
</tr>
<tr>
<td>Limited Development or Implementation</td>
<td>Exploration</td>
<td>The Leadership Team is assessing its needs, exploring new practices, determining the fit of the new practice to meet its needs, and/or ensuring that core components of the practice are identified and fully operationalized.</td>
</tr>
<tr>
<td></td>
<td>Installation</td>
<td>In the Installation Stage, the Leadership Team is acquiring resources, making essential structural and system-wide changes, and preparing staff.</td>
</tr>
<tr>
<td></td>
<td>Initial Implementation</td>
<td>During Initial Implementation, the Leadership Team is developing strategies to promote continuous improvement and rapid problem solving; the team is also using data to (a) assess initial implementation and (b) identify barriers and solutions in order to quickly address problems that emerge.</td>
</tr>
<tr>
<td>Full Implementation</td>
<td>Full Implementation</td>
<td>The new learning is skillfully implemented by educators and becomes integrated into practice at all levels (classroom, school, and as applicable, district). Processes and procedures to support the practice are in place, and the system has largely been recalibrated to accommodate and fully support the practice. The practice/behavior becomes an integral part of “how we do things here.”</td>
</tr>
</tbody>
</table>

Time Allocation: The Leadership Team will need approximately 1½ - 2 hours to complete this step and determine a collective assessment for each Indicator (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation).

Pause and Reflect II.3

Your Leadership Team has completed the CLD individually and collaboratively assessed each Expected Indicator. Which of the issues that surfaced during this step of the process rises to the top for you as a starting point for your work? If needed, how will your team prioritize multiple issues?

Step 2: Identify Problem of Practice Using Current Level of Development Review

Overview

Leadership Teams anchor their action-planning efforts in two complementary questions:
- Where are we now?
- Where do we want to be?

The collective assessment on the Current Level of Development Review provides insight into the first question. The assessment also supports teams in identifying and articulating major, evidence-based problem(s) of practice hindering progress toward “where we want to be.” During this step, teams identify specific problems of practice impacting successful implementation of innovations and interventions. During their deliberations, they examine Implementation Drivers described in Section III and associated research-based practices (referred to as Expected Indicators in Indistar®).

Process

Teams use their collective results on the Current Level of Development Review to identify and articulate major, evidence-based problems of practice. Teams focus on school-level practices (referred to as Expected Indicators
in Indistar®) assessed as No Development or Limited Development, since effective implementation of these practices will impact successful implementation of innovations and interventions.

Next, teams investigate research-based practices (Column 2 in the Current Level of Development Review) and gather additional data as needed to better understand contributing factors. Team members then collaboratively agree upon and craft statements representing the “problems of practice” that, when addressed, will have the greatest impact on eliminating barriers and moving improvement efforts forward. The protocols described in Appendix B around identifying and prioritizing problems of practice will engage stakeholders in this step of the action-planning process.

With a well-researched and stated problem of practice in hand, teams will be able to select intervention(s) to address needs, identify strategies to address the problem(s) of practice, and develop an action plan around the Expected Indicators for implementing those strategies.

**Time Allocation:** Time for this step will vary based on a variety of factors (e.g., availability of additional data to increase understanding of the problem(s) of practice and contributing factors).

---

**Pause and Reflect II.4**

Your Leadership Team has completed the Current Level of Development Review individually and collaboratively assessed each Expected Indicator.

- What issues do you need to know more about before you act?
- What supports will you need to move people and practices toward the “ready” side of the scale in your key areas?

---

**Step 3: Select Intervention to Address Identified Need(s)**

An intervention needs to be teachable, learnable, doable, and readily assessed in practice if it is to be used effectively to reach all students who could benefit. ([Active Implementation Hub](https://example.com) Website)

**Overview**

This step in the action-planning process includes the following activities:

- Explore and select intervention aligned with unique school and student needs and problem(s) of practice identified in Step 2
- Assess alignment of systems, practices, procedures, etc. with intervention
- Submit school evidence on Indistar®

**Process - Explore and select intervention aligned with unique school and student needs and problem(s) of practice identified in Step 2**

Teams research (Explore) interventions they can implement to deal with the problem(s) of practice identified in Step 2 and select the intervention(s) they believe will address their unique school and student needs. They describe the criteria for a “usable” intervention and the evidence they would use to determine its effectiveness in addressing their problem of practice. Teams use these criteria during action planning.

Teams craft goals and build their action plans (Step 4) around these interventions. Strategies in the action plan will focus on the Installation and Initial Implementation stages for these interventions. As indicated in Section
Ill, teams will want to consider if the changes in practice required by the strategies will necessitate new learning of school and district staffs or if the changes will be within their current expertise.

**Time Allocation**: The time needed to select the intervention(s) will vary based on a variety of factors (e.g., prior research around the identified problems of practice).

---

**Process - Assess alignment of practices, procedures, etc. with intervention**

Prior to creating action plans in Indistar®, Leadership Teams assess the current level of development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation) for each of the 17 Expected Indicators. Teams use results from the Current Level of Development Review, as well as disaggregated achievement and other subgroup data (e.g., enrollment patterns, attendance and discipline data), when assessing and describing their school’s current level of development on Indistar®. This step in the improvement cycle enables teams to (a) clarify gaps between current status and desired outcomes for student achievement and educator practices and (b) prioritize next steps that will have the greatest impact on student learning.

**Indistar®**: See Appendix A for detailed description of this step In Indistar®.

**Time Allocation**: The Leadership Team will need approximately 1-2 hours to fully assess the 17 School-Level Expected Indicators.

---

**Process - Submit evidence on Indistar®**

Teams will upload evidence on Indistar®. See Current Level of Development Review for suggested evidence. See Appendix A for detailed description of this step In Indistar®.

**Time Allocation**: The time needed to submit evidence on Indistar® will vary based on the amount of evidence to be submitted and the ease in collecting that evidence.

---

**Pause and Reflect II.5**

Perceptual data from your school indicate a disparity in staff beliefs around student learning. Specifically, while 59% of staff members believe all students can meet state standards, only 37% of staff members agree their peers hold those same beliefs. This disparity suggests changes in practice will require new learning that will challenge currently held beliefs. How will your Leadership Team approach this problem of practice?

---

**Step 4: Craft Action Plan for Change**

*Creating a plan that includes measurable, observable outcomes—clear enough for those responsible for implementing the change to see for themselves how their work is likely to result in positive gains—is an essential task for the school improvement team.* (Laba, 2011, p. 35)

**Overview**

Leadership Teams engage stakeholders in creating the tasks, timelines, etc. for active Expected Indicators. For example, the Leadership Team may ask the central office administrator responsible for Professional Development for assistance in shepherding the process of creating, implementing, and monitoring Expected
Indicators that focus on school professional development (Principle 2). The team might ask a different administrator—one with expertise in data analysis and school improvement planning—to lead the effort around creating action plans for Expected Indicators that focus on using data (Principle 5). The success of the school in fully implementing any Indicator rests on the engagement of multiple teams across the school (e.g., grade-level teams, content-area teams, and building leadership teams) in creating and implementing action plans, as well as monitoring progress toward completion of identified tasks.

Process
A member of the Leadership Team facilitates the process of creating the action plan with S.M.A.R.T. goals. When creating their action plans, Leadership Teams should examine a variety of factors (e.g., school systems and practices, district policies and procedures) that may be contributing to low performance—particularly with respect to subgroups—and opportunity and achievement gaps.

Teams are encouraged to use the S.M.A.R.T. Goal Rubric (Appendix B) as a lens through which to evaluate their goals. The Rubric is also located in Docs and Links on Indistar®. The Rubric offers five questions for teams to consider as they develop their S.M.A.R.T. Goals:

- What are the expected outcomes of implementing this objective for students/identified subgroups?
- What are the expected outcomes of implementing this objective for educator practice?
- What professional development or technical assistance (PD/TA) is provided to support effective implementation of this objective?
- What resources are allocated to support effective implementation of this objective?
- What evidence will be utilized to determine the effectiveness of implementing the objective in achieving the desired outcomes?

Indistar®: See Appendix A for detailed description of this step in Indistar®.

Time Allocation: Teams typically need 1-2 hours to create an action plan with S.M.A.R.T. goals, tasks, and timelines for each Indicator on Indistar®. More time may be needed based on a variety of factors (e.g., complexity of S.M.A.R.T. goal and number of associated tasks).

Pause and Reflect II.6

Your school has been identified as a Priority school. The school chose to implement a new inquiry-based instructional improvement cycle to increase student access to differentiated core instruction. The goal is to enable grade-level teacher teams to collaboratively design and differentiate standards-aligned lessons based on the needs of their students. This will require some redesign of the school day; increased access to data; and professional development and coaching to support designing standards-aligned lessons, differentiating instruction, and making data-informed decisions.

- What goals will your team create to support the school to install and initially implement this instructional improvement cycle?
- What district-level support will be needed?
- How will your team engage with the district to obtain that support?
Steps 5 and 6: Implement Action Plan & Monitor Implementation and Impact

A distinctive feature of highly effective schools and districts is a continual habit of questioning, “How are we doing now?” and “How can we do better?” Continuous reflection and ongoing review of the impact of new strategies are essential in creating an environment that sustains improvement. (Laba, 2011, p. 16)

Overview
As described in the previous section, the creation of a plan that includes specific actions and tasks and clear, measurable outcomes related to both implementation and impact of these actions sets the stage for the Leadership Team and others to move forward to the Installation and Initial Implementation stages of the change process. As teams and staff engage in the strategies described in the plan, they will use a variety of tools to monitor progress and determine additional steps needed to advance the school’s efforts in effectively implementing the desired change.

Process
Specific tasks are typically assigned to individual teams and/or staff when the plan is created. The impact of their efforts will be maximized when teams (a) gain buy-in from the school and district community, (b) secure professional development and other resources to ensure staff are equipped with the skills and knowledge required to effectively implement S.M.A.R.T. Goals and tasks, and (c) regularly communicate with stakeholders about plan activities and their anticipated impact (Laba, p. 10).

This step of the improvement cycle also includes monitoring and revising action plans. As teams engage in strategies described in the plan, they will monitor their progress in Indistar®. Progress monitoring represents a significant milestone for teams in the change process. It allows both those delegated responsibility for the tasks and others in the district and school community to understand where they are in the implementation process. Progress monitoring enables teams to understand if collective efforts to implement innovations and interventions are leading to expected changes in educator practice and student achievement.

Teams use Indistar® to monitor progress around changes in educator practice and student achievement as they assess the impact of their efforts. The process enables the team to determine the following for each S.M.A.R.T. Goal:

- Individual tasks are progressing as designed, and no additional tasks are needed at this time; OR
- Additional tasks are required for full implementation of the Indicator and/or some tasks need to be modified; OR
- All tasks have been completed, and the Indicator is fully implemented.

Leadership Teams use multiple strategies to evaluate both implementation and impact of their action plans. They gather a variety of data to monitor progress and update individual tasks to address needed changes in either the strategies identified in the action plan or implementation processes. This step in the action-planning process enables teams to ensure their tasks and timelines are sufficient to lead to Full Implementation of their interventions...to determine if they are successful in moving from letting or helping it happen to making it happen.

Indistar®: See Appendix A for detailed description of this step in Indistar®.

Time Allocation: The time needed to complete this step will vary based on the number of Expected Indicators included in the Action Plan.
Pause and Reflect II.7

Your school has chosen to implement a new instructional program (GLAD) to increase the pace of language acquisition for English learners. Central office administration implemented several interventions to support your staff to install and initially implement the program, including additional professional development and coaching. Student performance on state assessments increased slightly when the school first began implementing the new program. Increases have not been sustained, and staff members now wonder if it is wise to continue forward with GLAD. What are next steps for your Leadership Team?
III. Active Implementation

From Letting It Happen and Helping It Happen to Making It Happen

The research-to-practice gap is a critical issue because we know that students cannot benefit from interventions they do not receive. (AI Hub Website)

The growing body of research and guidance around high-performing schools yields similar broad themes and characteristics. Common attributes include:

- Providing strong leadership and ensuring teachers are effective
- Strengthening the school’s instructional program based on student needs
- Ensuring the instructional program is research-based, rigorous, and aligned with State academic content standards.
- Using data to inform instruction and for continuous improvement
- Providing time for collaboration on the use of data
- Establishing a safe and supportive learning environment
- Providing ongoing mechanisms for family and community engagement

While schools should engage in these actions, the challenge for schools is knowing where to begin. Though we can describe what an improving school should look like, it’s not always clear how the school can get there, what the highest leverage strategies might be, and who should be involved.

The gap between knowledge and action is described as the knowing-doing gap (Pfeffer and Sutton, 2000). Research related to closing the knowing-doing gap provided the foundation for this guidance. This research, referred to as “implementation science,” can inform the work of schools and their districts as they strive to implement programs and innovations across the schools...as they move from letting or helping the intervention happen to making it happen, so that ALL students benefit.

Note: Information from the Active Implementation Hub Website was used in the development of this section.

Pause and Reflect III.1

How does your school take those good ideas that work in some places and get them to work in all places...so ALL children in your school have access and benefit?

Instead of “letting it happen” or “helping it happen,” how do you act strategically to “make it happen”?

From Letting It Happen or Helping It Happen to Making It Happen

School teams will want to know the following to successfully implement and sustain evidence-based practices and interventions, that is, to move from letting or helping the intervention happen to making it happen:

- **The WHAT** – What is the new program or intervention? (e.g., core curriculum effectively delivered to all students)
- **The HOW** – What strategies can be implemented to effectively change and sustain practices of those implementing the intervention? (e.g., coaching to support professional learning, allocating resources)
- **The WHO** – What organized, expert assistance is essential to support those implementing the interventions? (e.g., coaching around effective data-informed decision-making).

The “WHAT” refers to evidence-based practices and interventions that can be taught and coached so educators can use them as intended (with fidelity).
These interventions are referred to as “usable interventions.” They need to be teachable, learnable, doable, and readily assessed in practice if they are to be used effectively to reach all students who could benefit.

Usable interventions must be described in sufficient detail so that those expected to implement the intervention can describe the following: (a) program philosophy, (b) theory of action, (c) core or essential functions, (d) operationalized definitions of core components, and (e) performance assessments. An understanding of core components of the innovation is essential, since adult behavior necessary for successful implementation must be clearly known if all students are to benefit.

**Pause and Reflect III.2**

Consider an evidence-based program or innovation (intervention) your school recently implemented to help improve learning outcomes for your low-performing subgroups.

- What are the essential features of the intervention?
- What will it look like when fully implemented?
- How would you know if it’s effectively implemented?
- What strategies did your school and district use to support effective implementation?

**Making It Happen: Implementation Stages**

Implementation Stages (Figure 4) address the key component of “HOW” the work unfolds and serve as a guide for steps teams need to take over time. The stages depict the process schools and their districts use to realize the promised changes in educator practice and student learning—from making the decision to use an effective innovation to finally having it fully in place.

The implementation process includes four overlapping stages that can lead to the long-term survival (sustainability) and continued effectiveness of the innovation in the context of a changing world.

Research suggests it can take from two to four years to fully and successfully operationalize an evidence-based program, practice, or innovation (Fixsen, Blase, Timbers, & Wolf, 2001; Saldana et al., 2011). The timer starts when a district or school begins to consider change and ends when the innovation is fully in place and producing intended outcomes in schools and classrooms across the district.

Figure 4. Implementation Stages
Stages are not linear, and each does not have a crisp beginning or end. For example a school will move among stages due to changes in staff, funding, leadership, or unsuccessful attempts at employing the innovation with high fidelity. Paying attention to these stages and spending sufficient time in both the Exploration and Installation stages to prepare for Initial Implementation can help schools transform a good idea into great outcomes for their students. Stages provide guidance as teams assess, craft plans, and monitor/revise plans on the journey of making it happen.

Brief descriptions of the stages follow; these are adapted from the Active Implementation Hub website.

<table>
<thead>
<tr>
<th>Implementation Stage</th>
<th>Indistar® Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exploration</strong></td>
<td>Assess</td>
<td>The goal of this stage is to examine the degree that a particular program or innovation meets identified needs of students served by the school and if implementation is feasible.</td>
</tr>
<tr>
<td><strong>Installation</strong></td>
<td>Create, Implement, &amp; Monitor</td>
<td>This stage is often overlooked in implementation. Installation focuses on practical preparations needed to initiate the new program or innovation. Once a decision is made to adopt a program or innovation, changes often must be made in multiple settings and systems to accommodate and fully support the new program or innovation.</td>
</tr>
<tr>
<td><strong>Initial Implementation</strong></td>
<td>Create, Implement, &amp; Monitor</td>
<td>This stage begins when the new program or practice is first put to use. Attempts to implement a new program or practice often falter (or end) during installation or initial implementation. This is because everyone is learning, and challenges emerge as the status quo is challenged and changed. Key activities include intensive coaching to help practitioners through this awkward stage. As problems emerge, Leadership Teams develop and engage in strategies to promote continuous improvement and rapid-cycle problem solving. Data are used to assess the quality of implementation, identify problems and solutions, and inform decision making. It is critical to address barriers and develop systemic solutions quickly rather than allowing problems to re-emerge and reoccur.</td>
</tr>
<tr>
<td><strong>Full Implementation</strong></td>
<td>Create, Implement, &amp; Monitor</td>
<td>Full implementation occurs as teachers skillfully provide new programs, and improved outcomes are achieved. New learning at all levels becomes integrated into classroom, building, and district settings. Processes and procedures to support the new way of work are in place. The system has largely been recalibrated to accommodate and support new ways of work.</td>
</tr>
</tbody>
</table>

The time it takes to move from initial to full implementation varies based on the complexity of the new program or innovation, the development of infrastructure to support teachers, and the availability of supports and resources. As practices become embedded in the daily routine of the school, that is, as they become “the way we do things around here,” teams explore, install, and implement new innovations and programs to meet the unique needs of their students and school.
Pause and Reflect III.3

Consider a new program your school recently implemented to meet needs of subgroups of students not yet performing at standard. Imagine the new program is not going as intended, and the performance of targeted subgroups continues to lag behind their peers. That is, “letting it happen” and “helping it happen” hasn’t been effective. Respond to the following:

- How did your school (and district) staff determine the program was feasible and would yield expected changes in student learning?
- What school (and district) supports and strategies (e.g., coaching, funding, etc.) were implemented to “install” the program?
- How do you monitor progress and determine additional supports that may be needed?
- How will you know when the program is fully and effectively implemented? What measures will you use?

Making It Happen: Implementation Drivers

This handbook includes guidance related to the district role in school improvement, because school-based interventions can be most effective when districts focus on the key components (e.g., coaching, resource allocation, policies, and leadership) that influence and enable the success of innovations implemented at the school level.

District offices have different roles, levels of responsibility and accountability, and leadership opportunities from their schools. They also control many of the conditions that impact school improvement efforts. Because of this, districts are uniquely positioned to ensure organizational, leadership, and administrative systems (“Implementation Drivers”) are in place to initiate and support school-based improvements and innovations.

Implementation of evidence-based practices (“District-Level Expected Indicators”) assures the development of Implementation Drivers that influence a program’s success. Drivers include:

- Relevant competencies (e.g., systems ensuring teachers are effective);
- Necessary organization supports (e.g., systems to support data-informed decision making, standards-aligned instructional programs); and
- Engaged leadership.

By focusing on the Implementation Drivers and associated Expected Indicators, districts are creating capacity to move from letting or helping to making the school-level innovation happen.

See OSPI’s Central Office Action Planning for Student and School Success: Guidance for District Teams for additional information.

Pause and Reflect III.4

Your school recently implemented a new multi-tiered instructional system to address the needs of your struggling students. Give the program a name, name the stakeholders, and identify the implementation stage.

Respond to the following as you consider next steps for the district and school in “making it happen” at your school.

- What organizational, leadership, and administrative systems components should be in place at the district and school levels for effective installation and implementation of the program?
- What district-level changes, if any, will be required to ensure these are in place? What about at the school level?
Making it Happen: New Learning and Changes in Practice

To sustain momentum through a period of difficult change, you have to find ways to remind people of the orienting value—the positive vision—that makes the current angst worthwhile. (Ronald A. Heifetz, Leadership on the Line)

Schools and districts select new programs and innovations to address gaps between their current reality (e.g., low subgroup graduation rates) and aspirations (e.g., all students graduating college and career ready). For instance, on-time graduation rates for African American/Black or Hispanic students in a high school may be significantly lower than those of their peers. In response, the school and district may explore a variety of evidence-based programs and select an “early warning system” as feasible and appropriate to their needs.

School and district leaders realize that effective implementation of the early warning system will require changes in educator practice and ways students engage in their learning. Some changes (e.g., accessing relevant data) may be within the current know-how of educators and capacity of the system. In that case, changes in structures (e.g., data systems) and coaching (e.g., using data to identify at-risk students) can provide the supports required to install and implement some or all of the intervention.

However, it is often the case that changes in underlying beliefs and values are required for full implementation of the intervention. For instance, educators in the high school may need to examine their beliefs around the reality of all students meeting graduation requirements, and students may need to examine their views of themselves as learners—as capable of graduating career and college ready.

These changes in the “DNA” of both educators and students require a new way of learning. As the intervention evolves, both educators and students will leave part of their current belief system behind to make way for something new. They will give up something (part of their “DNA”) to adapt to new circumstances. This “adaptive learning” will be essential to ensure the early warning system is fully implemented and results in the expected outcomes.

Pause and Reflect III.5

The English learners in your school continue to achieve “below standard” on state assessments. In response, your school (with district input) selected an evidence-based, instructional program to boost learning outcomes among English learners. Respond to the following as you consider next steps in supporting your school in “making it happen.”

Give a name to the intervention, and name the stakeholders.

- What does the new program look like when fully implemented?
- What changes in educator behaviors will be required to effectively implement the new program?
- Will these changes require new learning and beliefs among educators and students about the work? If so, how do you know?
- How will you engage school and district leadership and staff in “adapting their DNA,” so the new program can be effectively implemented?
IV.  Merging Student and School Success Action Plans and Title I Schoolwide Plan in Indistar®

See Appendix F for supporting documents.

Title I, Part A Schoolwide Programs — Built on Proven Strategies for School Reform

Title I, Part A schoolwide programs consolidate proven educational reform strategies into a rigorous operational framework able to improve teaching and learning. With funding for a schoolwide program, educators can integrate services and interventions designed to meet the needs of students who struggle with the basics. In successful schoolwide programs, low-achieving youngsters often make tremendous academic and personal gains.

- Federal law — Elementary and Secondary Education Act Section 1114 (b)(1)(A-J) | 34 CFR 200.25

Review-Align Principles and Indicator with Title I, Part A and Indistar

Table 5. Title I, Part A Schoolwide Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comprehensive Needs Assessment</td>
</tr>
<tr>
<td>2</td>
<td>Schoolwide Reform Strategies</td>
</tr>
<tr>
<td>3</td>
<td>Instruction by Highly Qualified Staff</td>
</tr>
<tr>
<td>4</td>
<td>Professional Development</td>
</tr>
<tr>
<td>5</td>
<td>Attract and Retain High-Quality, Highly Qualified Teachers</td>
</tr>
<tr>
<td>6</td>
<td>Strategies to Increase Parent/Family Involvement</td>
</tr>
<tr>
<td>7</td>
<td>Transition Plans for Preschools and Between Grade Levels</td>
</tr>
<tr>
<td>8</td>
<td>Teachers Included in Assessment Decisions</td>
</tr>
<tr>
<td>9</td>
<td>Provide Assistance to Students Experiencing Difficulty</td>
</tr>
<tr>
<td>10</td>
<td>Coordination and Integration of Federal, State and Local Services</td>
</tr>
</tbody>
</table>

- Schoolwide Components 1 through 10 must be included in the comprehensive plan. However, not all areas of the comprehensive plan have corresponding Principles/Indicators.
- Schoolwide components 1,2,3,5 and 10 do not have corresponding indicators in Indistar, that align to Title I, Part A
- Table 6, identifies Title I, Part A Schoolwide Components 4, 6, 7, 8 and 9 which have corresponding Principles/Indicators that are allowable under Title I, Part A.
  - A minimum of one of the corresponding indicators for each schoolwide component must active in the comprehensive plan. Once an Indicator has been fully implemented and evidence has been provided, the team selects another Indicator within the corresponding Schoolwide Component so that there is an active corresponding Indicator in the school’s plan at all times.
Indicators with an asterisk (*) are Office of Student and School Success “Expected” Indicators, and therefore must be given preference when selecting a corresponding indicator to include in the plan.

<table>
<thead>
<tr>
<th>Schoolwide Component</th>
<th>Indicators</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Quality Professional Development (4)</strong></td>
<td>P2-IF12* (Principle 2)</td>
<td>School provides all staff high quality, ongoing, job-embedded, and differentiated professional development</td>
</tr>
<tr>
<td></td>
<td>P2-IF14* (Principle 2)</td>
<td>School sets goals for professional development and monitors the extent to which it has changed practice</td>
</tr>
<tr>
<td><strong>Parent Involvement (6)</strong></td>
<td>P4-II006 (Principle 4)</td>
<td>All teachers report systematically to parents (families) the student’s mastery of specific standards-based objectives (in plain language that allows for understanding).</td>
</tr>
<tr>
<td></td>
<td>P7-IVA04* (Principle 7)</td>
<td>The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).</td>
</tr>
<tr>
<td></td>
<td>P3-IV002 (Principle 3)</td>
<td>The school provides opportunities for members of the school community to meet for purposes related to students’ learning.</td>
</tr>
<tr>
<td></td>
<td>P7-IVA01* (Principle 7)</td>
<td>Parent (family) representatives advise the School Leadership Team on matters related to family-school relations.</td>
</tr>
<tr>
<td><strong>Student Transition (7)</strong></td>
<td>P5-II007 (Principle 5)</td>
<td>Leadership team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).</td>
</tr>
<tr>
<td><strong>Measures to include teachers in assessment decisions (8)</strong></td>
<td>P3-IV005* (Principle 3)</td>
<td>School monitors progress of the extended learning time programs being implemented, and uses data to inform modifications.</td>
</tr>
<tr>
<td></td>
<td>P5-II005 (Principle 5)</td>
<td>Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.</td>
</tr>
<tr>
<td></td>
<td>P4-II002 (Principle 4)</td>
<td>Units of instruction include standards-based objectives and criteria for mastery.</td>
</tr>
<tr>
<td><strong>Effective Timely additional assistance to students experiencing difficulty (9)</strong></td>
<td>P1-ID01 (Principle 1)</td>
<td>Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.</td>
</tr>
<tr>
<td></td>
<td>P5-ID01 (Principle 5)</td>
<td>Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).</td>
</tr>
<tr>
<td></td>
<td>P4-II007* (Principle 4)</td>
<td>All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</td>
</tr>
</tbody>
</table>
Table 7. Steps to Integrate Student and School Success Action Plan and Schoolwide Plan and Corresponding Indistar® Action

<table>
<thead>
<tr>
<th>Step in Action Planning</th>
<th>Corresponding Indistar® Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. For Title I Schoolwide Schools initiating integration of Schoolwide Plan into Indistar in 14-15 school year only:</td>
<td>- Open Document Upload tab&lt;br&gt;- Locate Title I Component Folders for collecting evidence in Indistar&lt;br&gt;- Upload current plan to folder titled Title I Schoolwide Plan - Misc. Document</td>
</tr>
<tr>
<td>1. Open and review webform “Title I Schoolwide Plan Required Components Checklist of Evidence/Actions”</td>
<td>- Open Forms to Complete tab&lt;br&gt;- Click on Title I Schoolwide Plan Required Components Checklist of Evidence/Actions to open the webform</td>
</tr>
<tr>
<td>2. Collect required evidence for each of the 10 Components. Communicate evidence for each Component on the “Title I Schoolwide Plan Required Components Checklist of Evidence/Actions”</td>
<td>- Open Document Upload tab&lt;br&gt;- Upload evidence to appropriate folder in the Document Upload tab, using naming protocol to label each document&lt;br&gt;- Check applicable boxes in the Title I Schoolwide Plan Required Components Checklist of Evidence/Actions for each Component.&lt;br&gt;- Save changes to checklist before closing webform</td>
</tr>
<tr>
<td>3. Ensure your Indistar Action Plan addresses a minimum of one corresponding indicator that aligns to Components 4,6,7,8 and 9.</td>
<td>- In Indistar, use the indicator filter feature to extract the 13 Title I Schoolwide Plan corresponding indicators (refer to the table that identifies all corresponding indicators by Component)&lt;br&gt;- Consider giving preference to those corresponding indicators that are “Expected”.&lt;br&gt;- Write objectives with S.M.A.R.T. goals, Tasks, and Timelines to ensure alignment with Title I Schoolwide Plan requirements.&lt;br&gt;- Ensure the objective connects to the reform Strategies you’ve chosen to address reading, writing, and math.&lt;br&gt;- Reflect upon the stem questions associated to Components 4,6,7,8 and 9 on the form as you develop tasks to implement the objective you’ve written for the indicator.</td>
</tr>
<tr>
<td>4. Complete Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</td>
<td>- Click “save” on the webform&lt;br&gt;- Go to the “Submit forms and Reports” tab on the Indistar Dashboard&lt;br&gt;- Click the “Submit” button for the appropriate Schoolwide Plan reporting period</td>
</tr>
<tr>
<td>5. Implement Student and School Success Action Plan/Title I Schoolwide Plan and monitor implementation and impact</td>
<td>- Monitor active Indicators in Indistar® and revise/add tasks if needed&lt;br&gt;- Upload annual evaluation (Core Element 3 for Title I Schoolwide Programs) into the “Ongoing Evaluation” folder in Indistar®</td>
</tr>
</tbody>
</table>
How to filter out the 13 Title I Schoolwide Plan Component Indicators

1. Click on the Assess button on the School Main page.

2. Click the dropdown arrow in the “Apply Indicator Filter” box and select “Title I Schoolwide Component Indicators”. Then click the “Display all Indicators” button to pull up all indicators associated to this filter.

3. Note that Tab 2 “Indicators to Assess” will open with a list of all of the “Title I Schoolwide Component Indicators” that have yet to be assessed by the leadership team. Click on an indicator to assess it. Note that the prefix to the indicator code (i.e. P1, P4, and P7) in the “Code” column indicates the Turnaround Principle to which the Expected Indicator is associated.
4. If you click on Tab 3 “Indicators Assessed”, the tool will pull up any/all of the “Title I Schoolwide Component Indicators” that the leadership team has already assessed. Note: any indicators shown in red have either been marked as No Development/Not in Plan or Fully Implemented and are therefore not included in your plan; click on the indicator to re-assess it. Indicators in blue are currently included in your plan; if an objective has already been written for the indicator, the tool precludes you from modifying the “level of development or implementation”, but your team is able to modify the Priority Score, the Opportunity Score, as well as the description for the current level of development/implementation.

How to access and utilize the “Title I Schoolwide Plan Required Components Checklist of Evidence/Actions” webform

1. On the dashboard, click on the “Complete Forms” tab.

2. Click on the “Title I Schoolwide Plan Required Components Checklist of Evidence/Actions” to open the webform:

3. Fill out the form, marking the applicable box(es) to indicate the evidence the school has uploaded to the applicable folder in the “Document Upload” feature on the dashboard for each Component. For Components 4, 6, 7, 8 & 9, be certain to check the indicator(s) you’ve included in your comprehensive plan as part of your schoolwide reform strategies.

4. At the bottom of the form, click “Save” to save your work. Click “Save and Preview” to generate a PDF of the form and all of the work completed to date.
How to access and utilize the “Document Upload” feature to submit evidence


2. You will see a list of folders which include a folder for each Title I Schoolwide Plan Component. To upload a document to a folder, you must first click the “Upload a New File” button at the top of the screen.

3. To upload a file, click the “Browse” button to find the document on your computer. Enter a title in the “Title” field. Using the “Select Folder” dropdown box to select the folder in which you want to place the document. Enter a brief description in the “Description” box, place your name in the “Uploaded By” field, and click the “Upload” button.
How to submit the “Title I Schoolwide Plan Required Components Checklist of Evidence/Actions” webform

1. On the Indistar dashboard, click on the “Submit Forms/Reports” tab.

2. As shown below, the third column over will show a “Submit” button next to the current submission period. (This PDF is a snapshot of all of the work you team has completed in the tool to date.) Your report has now been submitted.

OSPI Contact Information for support and assistance:

Schoolwide Plan Content:
Larry Fazzari, Title I/LAP Program Supervisor
larry.fazzari@k12.wa.us PH: (360) 725-6189

Technical Assistance:
Nate Marciochi, Title I/LAP Program Supervisor
nate.marciochi@k12.wa.us PH: (360) 725-6189
V. Merging Student and School Success Action Plans and Title I Targeted Assistance Plans in Indistar®

See Appendix G for supporting document.

Title I, Part A Targeted Assistance Programs — Built on Proven Strategies for School Reform

Title I, Part A targeted assistance programs consolidate proven educational reform strategies into a rigorous operational framework able to improve teaching and learning. With funding for targeted assistance, educators can integrate services and interventions designed to meet the needs of students who struggle with the basics. When targeted assistance is successful, low-achieving youngsters often make tremendous academic and personal gains.

- Federal law — Elementary and Secondary Education Act Section 1115

Table 8. Eight Title I, Part A Targeted Assistance Components and Eight Indistar® Folders

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1</td>
<td>Ensure that Title I, Part A resources help participating children to meet the state’s academic achievement standards expected for all children</td>
</tr>
<tr>
<td>Component 2</td>
<td>Incorporate planning for students served under Title I, Part A within the school plan</td>
</tr>
<tr>
<td>Component 3</td>
<td>Use effective methods and instructional strategies based on scientific research that strengthen the core academic program of the school</td>
</tr>
<tr>
<td>Component 4</td>
<td>Coordinate and support the regular education program—could include services for transition from preschool to elementary and between grade levels</td>
</tr>
<tr>
<td>Component 5</td>
<td>Instruction by highly qualified teachers and paraeducators</td>
</tr>
<tr>
<td>Component 6</td>
<td>Provide opportunities for professional development</td>
</tr>
<tr>
<td>Component 7</td>
<td>Provide strategies to increase parent involvement</td>
</tr>
<tr>
<td>Component 8</td>
<td>Coordinate and integrate federal, state and local services and programs</td>
</tr>
</tbody>
</table>

Table 9. Title I, Part A Components and Corresponding Indistar® Principles and Indicators

<table>
<thead>
<tr>
<th>Component</th>
<th>Principles &amp; Indicators</th>
</tr>
</thead>
</table>
| **Component 1**  
Ensure Title I resources help participating students | P1-ID03  
All teams have written statements of purpose and by-laws for their operation.  
P3-IVD02  
The school provides opportunities for members of the school community to meet for purposes related to students’ learning.  
P3-IVD04  
The school ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. |
| **Component 2**  
Incorporate planning for students served under Title I within school plan | P1-ID10  
The school’s Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and PD development needs.  
P3-IVD05*  
The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to
<table>
<thead>
<tr>
<th>Component</th>
<th>Principles &amp; Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component 3</strong>&lt;br/&gt;Use effective methods and instructional strategies</td>
<td>inform modifications.</td>
</tr>
<tr>
<td>P3-IVD06*</td>
<td>The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.</td>
</tr>
<tr>
<td><strong>Component 4</strong>&lt;br/&gt;Coordinate and support regular education program</td>
<td></td>
</tr>
<tr>
<td>P4-IIA03*</td>
<td>The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on student needs.</td>
</tr>
<tr>
<td>P4-III07*</td>
<td>All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</td>
</tr>
<tr>
<td>P5-IID07</td>
<td>Leadership team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school, for example elementary to middle level.</td>
</tr>
<tr>
<td>P5-IID08*</td>
<td>Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</td>
</tr>
<tr>
<td>P5-IID12*</td>
<td>All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</td>
</tr>
<tr>
<td><strong>Component 5</strong>&lt;br/&gt;Instruction by highly qualified teachers and paraeducators</td>
<td></td>
</tr>
<tr>
<td>PI-IE06*</td>
<td>The principal keeps a focus on instructional improvement and student learning outcomes.</td>
</tr>
<tr>
<td>PI-IE07</td>
<td>The principal monitors curriculum and classroom instruction regularly.</td>
</tr>
<tr>
<td>PI-ID12</td>
<td>Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.</td>
</tr>
<tr>
<td><strong>Component 6</strong>&lt;br/&gt;Provide opportunities for professional development</td>
<td></td>
</tr>
<tr>
<td>P2-IF11*</td>
<td>Professional development is aligned with identified needs based on staff evaluation and student performance.</td>
</tr>
<tr>
<td>P2-IF12*</td>
<td>School provides all staff high quality, on-going, job-embedded, and differentiated professional development.</td>
</tr>
<tr>
<td>P2-IF14*</td>
<td>School sets goals for professional development and monitors the extent to which it has changed practice.</td>
</tr>
<tr>
<td>Component</td>
<td>Principles &amp; Indicators</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Component 7</strong>&lt;br&gt;P7-IVA01*</td>
<td>Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.</td>
</tr>
<tr>
<td>P7-IVA02*</td>
<td>The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students</td>
</tr>
<tr>
<td>P7-IVA04*</td>
<td>The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).</td>
</tr>
<tr>
<td><strong>Component 8</strong>&lt;br&gt;P3-IVD03</td>
<td>The school creates and sustains partnerships to support extended learning.</td>
</tr>
</tbody>
</table>

Targeted Assistance Components 1 through 8 must be included in the comprehensive plan.
- Table 10 identifies Title I, Part A Targeted Assistance components which are aligned and have corresponding Principles/Indicators that are allowable under Title I, Part A.
  - A minimum of one of the corresponding indicators for each Targeted Assistance component must active in the comprehensive plan. Once an Indicator has been fully implemented and evidence has been provided, the team selects another Indicator within the corresponding Targeted Assistance component so that there is an active corresponding Indicator in the school’s plan at all times.
  - Indicators with an asterisk (*) are Office of Student and School Success “Expected” Indicators, and therefore must be given preference when selecting a corresponding indicator to include in the plan.
<table>
<thead>
<tr>
<th>Step in Action Planning</th>
<th>Corresponding Indistar® Action</th>
</tr>
</thead>
</table>
| 1. Upload current Targeted Assistance Plan to Indistar.                                 | • Open Document Upload tab  
• Create a folder titled, “Targeted Assistance – Misc.”  
• Upload current plan to folder |
| 2. Open and review webform “Title I Targeted Assistance Plan Required Components Checklist of Evidence/Actions” | • Open Forms to Complete tab  
• Click on Title I Targeted Assistance Plan Required Components Checklist of Evidence/Actions to open the webform. |
| 3. Ensure your Indistar Action Plan addresses a minimum of one corresponding indicator that aligns to each of the 8 Components | • In Indistar, use the indicator filter feature to extract the 17 Title I Targeted Assistance Plan corresponding indicators (refer to the table that identifies all corresponding indicators by Component)  
• Consider giving preference to those corresponding indicators that are “Expected”.  
• Write objectives with S.M.A.R.T. goals, Tasks, and Timelines to ensure alignment with Title I Targeted Assistance Plan requirements.  
• Ensure your written objective connects to the reform Strategies you’ve chosen to address reading, writing, and math.  
• Reflect upon the stem questions associated to each component on the form as you develop tasks to implement the objective you’ve crafted for the indicator |
| 4. Collect required evidence for each of the 8 Components. Communicate evidence for each Component on the “Title I Targeted Assistance Plan Required Components Checklist of Evidence/Actions” | • Open Document Upload tab  
• Upload evidence to a corresponding folder you’ve created for each Component folder in the Document Upload tab, using naming protocol to label each document  
• Check applicable boxes in the Title I Targeted Assistance Plan Required Components Checklist of Evidence/Actions for each Component.  
• Save changes to checklist before closing webform |
| 5. Complete Title I Targeted Assistance Plan Required Components Checklist of Evidence/Actions | • Click “save” on the webform  
• Go to the “Submit forms and Reports” tab on the Indistar Dashboard  
• Click the “Submit” button for the appropriate Targeted Assistance Plan reporting period |
| 6. Implement Student and School Success Action Plan/Title I Targeted Assistance Plan and monitor implementation and impact | • Monitor active Indicators in Indistar® and revise/add tasks if needed  
• Upload annual evaluation (Core Element 3 for Title I Schoolwide Programs) to a “Title I Targeted Assistance -Ongoing Evaluation” folder you’ve created in Indistar® |
VI. **Conclusion**

*Continuous improvement of public schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning are critical factors in improving schools.* (Office of Superintendent of Public Instruction, 2005, p. i)

Research indicates that both high-performing schools and schools effective in significantly improving student learning outcomes engage in a continuous improvement process around evidence-based practices (Laba, 2011; Office of Superintendent of Public Instruction, 2005; Shannon & Bylsma, 2007). These schools, in collaboration with their families, students, communities, and district, create supportive learning environments so that each of their students is successful. They ensure educators take part in professional learning—the heart of meaningful and sustainable change—around *Courageous Leadership* and *Transformational Teaching for Learning*.

The *Student and School Success Action-Planning Handbook: A Guide for School Teams* provides guidance to school teams as they engage in their continuous improvement journey, as they move from *letting or helping innovations happen* to *making them happen*—with purpose and fidelity—so that each student in their school has access and benefit. The action-planning process enables schools and their district to ensure infrastructure, policies, and procedures are in place to support teams to install, implement, and sustain new programs and innovations designed to boost student learning. As interventions and practices become embedded in the daily routine of the school, that is, as they become “the way we do things here,” Leadership Teams move forward in their continuous improvement process to identify problems of practice and implement research-based practices to address needs.

All schools in Washington State must engage in school improvement planning. The Washington State Board of Education in WAC 180-16-220 requires each school district receiving state basic education funds to develop a school improvement plan or process based on a self-review of the school’s program for the purpose of annual approval by the district. The self-review must include active participation and meaningful input by staff, students, parents, and community members. (Office of Superintendent of Public Instruction, 2005) The continuous improvement process anchored in Student and School Success Principles described in this handbook can fulfill that requirement.

The Office of Student and School Success is poised to support principals and their leadership teams as they engage in the school improvement cycle articulated in this handbook. They may contact the office at studentandschoolsuccess@k12.wa.us or (360) 725-4960 with questions. They may also email Indistar@k12.wa.us or call (360) 725-4960 for further information about Indistar®. The Indistar® website (http://www.indistar.org/) provides additional supporting information.
**Appendix A: Screenshots for Indistar® Action Steps**

The table below describes specific steps in the action-planning process and corresponding Indistar® actions. The Indistar® actions align with guidance for districts provided in OSPI's *Central Administration Action Planning for Student and School Success: Guidance for District Leadership*.

**Table 1. Action Planning and Corresponding Indistar® Action**

<table>
<thead>
<tr>
<th>Improvement Cycle</th>
<th>Step in Action Planning</th>
<th>Corresponding Indistar® Action</th>
</tr>
</thead>
</table>
| Assess need for change                 | 1. Collect and analyze data                                  | • Download *Data Reflection Protocol* from *Docs and Links*  
• Upload aggregate *Data Reflection Protocol* and other data to Indistar® (Optional)  
Complete *Current Level of Development Review*  
Download *Current Level of Development Review* from *Docs and Links* |
| Identify “Problem of Practice”         | 2. Identify problem of practice using *Current Level of Development Review* |                                                                                                  |
| Select intervention to address identified need | 3. Explore and select intervention aligned with school and district needs  
Assess alignment of school and district policies, procedures, etc. with intervention | • Assess all 17 School-Level Expected Indicators*  
• Identify at least one “active” Expected Indicator for each Student and School Success Principle*  
Submit evidence  
• Upload supporting evidence for Expected Indicators assessed as *Fully Implemented*  
• Open *Document Upload* tab  
• Upload evidence to appropriate folder |
| Implement Action Plan                  | 5. Implement Action Plan                                     | Implement tasks identified in Action Plan                                                        |
| Monitor and revise plan, moving toward full implementation | 6. Monitor implementation and impact and revise as needed | Monitor active Expected Indicators on Indistar® and revise/add tasks if needed |

*Priority and Focus Schools are required to assess all 17 School-Level Expected Indicators. They are also required to create action plans in Indistar® for at least one Expected Indicator for each Student and School Success Principle. These Indicators are referred to as “active” Expected Indicators. Each will have S.M.A.R.T. Goals, tasks, and timelines, and the progress around implementation and impact for each active Expected indicator is regularly monitored by the school and district.*
Before Beginning: Select Leadership Team & Update School Information Page

As described in Section II, schools will first need to identify the Leadership Team who will guide the process. Steps for adding the names of the Leadership Team and updating the School Information on the Indistar® home page follow.

- Go to the Navigation Toolbar

- Select “School Team”; add names and other requested information when prompted

- Select “School Information”; add requested information when prompted
Step 1: Assess Need for Change

<table>
<thead>
<tr>
<th>Improvement Cycle</th>
<th>Step in Action Planning</th>
<th>Corresponding Indistar® Action</th>
</tr>
</thead>
</table>
| Assess need for change | 1. Collect and analyze data | • Download *Data Reflection Protocol* from *Docs and Links*  
• Upload aggregate *Data Reflection Protocol* and other data to *Indistar®* *(Optional)*  
Complete *Current Level of Development Review*  
Download *Current Level of Development Review* from *Docs and Links* |

**Collect and Analyze Data**
- Download *Data Reflection Protocol* and other data analysis tools from *Docs and Links*
- Upload aggregate *Data Reflection Protocol* and other data to *Document Upload* and/or add to Assessment Section on the Navigation Bar on *Indistar®* *(Optional)*
  - Document Upload:
Complete Current Level of Development Review

- Download Current Level of Development Review from Docs and Links

- Review Wise Ways for each Expected Indicator on Indistar® (Optional)
  - Go to the Navigation Toolbar
  - Select Resources
- Follow the prompts (see arrows below)

- Download Wise Ways documents for Expected Indicators (Optional)
### Step 2: Identify Problem(s) of Practice – No Corresponding Indistar Action

<table>
<thead>
<tr>
<th>Improvement Cycle</th>
<th>Step in Action Planning</th>
<th>Corresponding Indistar® Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify “Problem of Practice”</td>
<td>2. Identify problem of practice using <em>Current Level of Development Review</em></td>
<td></td>
</tr>
</tbody>
</table>

### Step 3: Select Intervention to Address Identified Need

<table>
<thead>
<tr>
<th>Improvement Cycle</th>
<th>Step in Action Planning</th>
<th>Corresponding Indistar® Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select intervention to address identified need</td>
<td>3. Explore and select intervention aligned with school and district needs</td>
<td>Assess all 17 School-Level Expected Indicators*</td>
</tr>
<tr>
<td></td>
<td>Assess alignment of school policies, procedures, etc. with intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit school evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Upload supporting evidence (required for Expected Indicators assessed as <em>Fully Implemented</em>)</td>
<td></td>
</tr>
</tbody>
</table>

- **Assess all 17 School-Level Expected Indicators**
- **Select Assess stage** - Use collective results from *Current Level of Development Review* and other data to assess all 17 School-Level Expected Indicators on Indistar®

---

![Image of Indistar® tool interface](image-url)
- **Select Indicators**

  Rocky Balboa Elementary-Test  Washington  
  Assess - Team Assesses Indicators

  In the Assessment process, tabs serve as a way to navigate through the indicators that need to be assessed or to view previous assessments.

  - **Tab 1** will help narrow your search for an indicator. Choose a filter option, a section to view indicators by a specific area, or choose Display All Indicators to see a complete list.
  - **Tab 2** will display indicators that have not been assessed, or those needing to be reassessed.
  - **Tab 3** will display assessment information for indicators previously assessed. Once a plan has been created for an indicator, the Level of Development cannot be changed. However, Priority and Opportunity Scores, as well as current implementation description and evidence can be updated.
  - **Tab 4** will display when initially adding or updating an assessment for an indicator.

  **Indicator Filter:** School-Level Expected Indicators
  Indicators: All Indicators

  - 1. Select Indicator
  - 2. Indicators to Assess
  - 3. Indicators Assessed
  - 4. Assess Indicator

  **Filter(s):** Choose a filter to narrow your Indicator search.

  - Key Indicators only
  - School-Level Expected Indicators

  To view Indicators, choose a section below or Display all Indicators

- **Identify specific Indicator to assess**

  **Select Indicator to assess (8)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Key</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>P3-JV06</td>
<td></td>
<td>The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2639)</td>
</tr>
<tr>
<td>P4-11A03</td>
<td></td>
<td>The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. (2637)</td>
</tr>
<tr>
<td>P4-11A07</td>
<td><strong>Key</strong></td>
<td>All teachers differentiate assignments (individualized instruction) in response to individual student performance on pre-tests and other methods of assessment. (1116)</td>
</tr>
<tr>
<td>P5-11D12</td>
<td></td>
<td>All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)</td>
</tr>
<tr>
<td>P6-11C13</td>
<td><strong>Key</strong></td>
<td>All teachers reinforce classroom rules and procedures by positively teaching them. (165)</td>
</tr>
</tbody>
</table>
Choose Level of Development

**Note. Teams may also use the Navigation Bar to initiate the process for assessing Indicators.**
Step 4: Craft Action Plan for Change

<table>
<thead>
<tr>
<th>Improvement Cycle</th>
<th>Step in Action Planning</th>
<th>Corresponding Indistar® Action</th>
</tr>
</thead>
</table>

- Download **S.M.A.R.T. Goal Rubric from Docs and Links**

Create Action Plan with S.M.A.R.T. Goals
- Select Create stage and follow prompts

**Note. Teams may use the Navigation Bar to initiate the process for creating S.M.A.R.T. Goals.**
Steps 5 and 6: Implement Action Plan & Monitor and Revise Plan

<table>
<thead>
<tr>
<th>Improvement Cycle</th>
<th>Step in Action Planning</th>
<th>Corresponding Indistar® Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement Action Plan</td>
<td>5. Implement Action Plan</td>
<td>Implement tasks identified in Action Plan</td>
</tr>
<tr>
<td>Monitor and revise plan, moving toward full implementation</td>
<td>6. Monitor implementation and impact and revise as needed</td>
<td>Monitor active Expected Indicators on Indistar® and revise/add tasks if needed</td>
</tr>
</tbody>
</table>

- **Monitor active Indicators on Indistar® and revise/add tasks if needed**
  - Select Monitor stage

---

![Diagram of the Indistar® platform](image-url)
Identify Indicators to monitor and follow prompts

- Monitor tasks, describe evidence of completion in “Comments” box, and revise/update plan as needed.
Note. Teams may also use the Navigation Bar to monitor implementation of Indicators.
Appendix B: Data Collection Tools, Data Analysis Tools, and Protocols to Identify and Prioritize Problems of Practice


Additional protocols to support teams to identify and prioritize problems of practice are available on the Educational Service District 113 website; they may be accessed at: http://www.esd113.org/Page/1733. All Protocols are copyrighted (©2011 Public Consulting Group, Inc.) and used with permission of Educational Service District 113.

B.1: "What to Collect?" Worksheets

Directions: Use the following tables to generate the data that will be collected for stakeholders and the Leadership Team to examine during the needs assessment. These same data may be used as staff members identify priorities for the school's Student and School Success Action Plan.

Note. Examples of each type of data are provided in the tables; teams are encouraged to generate those data that will most likely support stakeholders to grasp the full picture of the school’s strengths and challenges. These data will help them to identify the challenges (i.e., “needs”) that are preventing the system from closing achievement gaps and ensuring equality in outcome for all of the students served by the school.

Time Needed: Approximately one week.
<table>
<thead>
<tr>
<th>Data</th>
<th>Who is responsible for getting these data?</th>
<th>What do we want to learn from these data?</th>
<th>What, if any, additional data should we collect?</th>
<th>Potential sources for these data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Assessment Data</td>
<td></td>
<td></td>
<td></td>
<td>WA State Report Card; K12 Data and Reports; WA Query Application</td>
</tr>
<tr>
<td>Student Growth Percentile Data</td>
<td></td>
<td></td>
<td></td>
<td>OSPI State Longitudinal Data System (SLDS) K-12 Data &amp; Reports</td>
</tr>
<tr>
<td>WELPA Data</td>
<td></td>
<td></td>
<td></td>
<td>WA State Report Card; K12 Data and Reports; WA Query Application</td>
</tr>
<tr>
<td>AMAO Data</td>
<td></td>
<td></td>
<td></td>
<td>WA State Report Card; K12 Data and Reports; WA Query Application</td>
</tr>
<tr>
<td>MAP Data and other interim assessment data</td>
<td></td>
<td></td>
<td></td>
<td>District Student Information System</td>
</tr>
<tr>
<td>Grade point averages</td>
<td></td>
<td></td>
<td></td>
<td>District Student Information System</td>
</tr>
<tr>
<td>Percent of students failing core courses (by grade level and number of “F’s”)</td>
<td></td>
<td></td>
<td></td>
<td>District Student Information System</td>
</tr>
</tbody>
</table>
## DEMOGRAPHIC DATA

<table>
<thead>
<tr>
<th>Data</th>
<th>Who is responsible for getting these data?</th>
<th>What do we want to learn from these data?</th>
<th>What, if any, additional data should we collect?</th>
<th>Potential sources for these data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Enrollment Trends</td>
<td></td>
<td></td>
<td></td>
<td>District Student Information System; CEDARS; K12 Data and Reports</td>
</tr>
<tr>
<td>Free and Reduced Lunch</td>
<td></td>
<td></td>
<td></td>
<td>District Student Information System; CEDARS; K12 Data and Reports</td>
</tr>
<tr>
<td>Ethnicity, gender, &amp; special populations</td>
<td></td>
<td></td>
<td></td>
<td>District Student Information System; CEDARS; K12 Data and Reports</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
<td>District Student Information System; CEDARS; K12 Data and Reports</td>
</tr>
<tr>
<td>Mobility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td></td>
<td></td>
<td></td>
<td>WA State Report Card, K12 Data and Reports, Annual Student Cohort Graduation Application</td>
</tr>
<tr>
<td>Drop Out Rate</td>
<td></td>
<td></td>
<td></td>
<td>WA State Report Card, K12 Data and Reports, Annual Student Cohort Graduation Application</td>
</tr>
</tbody>
</table>
## PERCEPTUAL DATA

<table>
<thead>
<tr>
<th>Data</th>
<th>Who is responsible for getting these data?</th>
<th>What do we want to learn from these data?</th>
<th>What, if any, additional data should we collect?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Surveys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Surveys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian Surveys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy Youth Surveys</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## CONTEXTUAL DATA

<table>
<thead>
<tr>
<th>Data</th>
<th>Who is responsible for getting these data?</th>
<th>What do we want to learn from these data?</th>
<th>What, if any, additional data should we collect?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom instruction data collected through classroom walk-throughs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher schedules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily and annual schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule of and content for staff professional development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline and attendance data, disaggregated by subgroup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student, Parent, and Staff Handbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule for leadership and instructional team meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptions of leadership and instructional teams, their functions, and their decision-making processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community partners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent attendance at conferences and other school events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English/Language Arts Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B.2: Data Carousel Activity

Goals: To familiarize team and stakeholders with the school’s data
To involve all in creating narrative statements

Time Needed: Approximately 70 minutes

Preparation

- Data in four categories (i.e., achievement, demographic, contextual, and perceptual) are prepared for review at four different stations.
- Participants are divided into groups of no more than three people. Mix stakeholders in groups, so they have the benefit of various perspectives as they consider the data.
- Make copies of “Narrative Tally Sheets” (next page). You will need enough for each small group to write statements for each category of data.

Activity (70 minutes)

1. Step 1 (5 minutes): Explain the purpose of the activity and the process that will be used. Each group will consider all the data and information collected for each category. The group will look at a different type of data at each table. As a group, they will generate narrative statements about the data they examine.

2. Step 2 (20 minutes):
   a. Members will individually look at all the data sets at their table. This may take about 5-7 minutes.
   b. The entire group will then generate a brief narrative statement about each piece of data on the “Narrative Tally Sheet” (next page). Narrative statements should be simple, communicate a single idea about the data, and be non-evaluative. See “Three Tips for Writing Powerful Narrative Statements” (next page).

3. Step 3 and 4 (45 minutes): The group moves on to the next set of data. They will read what the other group wrote and create new and/or modified statements that represent their group’s perspectives. Fifteen minutes will be allowed at the second, third, and fourth tables.

Note. Before beginning, ask groups to select a facilitator to keep team members on task, someone with legible handwriting to be the recorder, and a timekeeper to help them use time effectively.
Three Tips for Writing Powerful Narrative Statements

1. **Keep it simple**—communicate a single idea about student performance.
   
   “7th grade reading achievement on state assessments increased 34% between 2010 and 2014.”

2. **Make the narrative statement short and easy to read.**
   
   “The number of English Language Learners at our school increased from 25 to 45 between 2010 and 2014.”

3. **Avoid evaluative statements**—just describe what you see in the data, not why or what to do about it.
   
   “38% of parents state they do not receive information about ways to help their children learn at home.”
B.3: Additional Tools and Protocols to Review Prior to Completing *Data Reflection Protocol* (B-4)

A variety of tools to support the data analysis process are available at the following websites:

- National School Reform Faculty website at [http://www.nsrfrharmoney.org/free-resources/protocols/a-z](http://www.nsrfrharmoney.org/free-resources/protocols/a-z) (See *Data-Driven Dialogue Predictions* and *Data-Driven Dialogue Observations*)
B.4: Data Reflection Protocol

The *Data Reflection Protocol* is used by Leadership Teams during the “Assess Need for Change” phase of their improvement process.

Sample protocols are included for the following areas of focus; the tool can be adapted to any data source/purpose.

- Attendance–Students
- Graduation Rates
- Progress Reports
- State Assessments
- State Assessments and Graduation Rates–Special Education Students
**Data Reflection Protocol: ATTENDANCE – STUDENTS**

Responses will be used when setting goals for Student and School Success Action Plans in Indistar®.

<table>
<thead>
<tr>
<th>Data Sources:</th>
<th>Staff Name: ____________________</th>
</tr>
</thead>
</table>

**Essential Question:** What do you notice in these data? What do they tell you? What equities/inequities do you notice?

**Goal-setting for 2014-15:** Determine goals for 2014-15. Student goals can be disaggregated by grade level or subgroup. Goals can be specific (e.g., “The average daily attendance rate for 9th graders [or for “all students”] for 2014-15 will be at least 95%”) or expressed in terms of percent of increase (e.g., “The average daily student attendance rate will increase by 5% from 2013-14 to 2014-15”).

1. **Student Attendance Rate:**

2. **Percent of students with no more than 10 absences:**

**Indistar Indicators:** Identify the specific Indicators that align with each goal.


**Interim Measures:** What interim measures can be used to track progress on these goals? For example, weekly/monthly/quarterly attendance reports can be used to track student attendance and determine students that are not on track to meet these goals.

1. **Student Attendance Rate:**

2. **Percent of students with no more than 10 absences:**

**Responses:** How will staff respond when individual students are not on track to meet these goals? For example, administrators can meet with individual students when they reach X number of absences.

1. **Student Attendance Rate:**

2. **Percent of students with no more than 10 absences:**

**Barriers / Obstacles:** Describe attitudes, beliefs, and/or practices that may prevent the school from making progress in meeting these goals. What types of data can you collect to identify specific barriers and obstacles? How can we address these challenges?

Adapted from Center for Educational Effectiveness *Facilitated Reflection Protocol*. 9.12.13
Data Reflection Protocol – GRADUATION RATES

Responses will be used when setting goals for Student and School Success Action Plans in Indistar®.

<table>
<thead>
<tr>
<th>Data Sources:</th>
<th>Staff Name: ____________________</th>
</tr>
</thead>
</table>

Essential Question: What do you notice in these data? What do they tell you? What equities/inequities do you notice?

Goal-setting for 2014-15 Determine goals for 2014-15. Goals can be specific (e.g., “The Adjusted 4-Year Cohort Graduation Rate for the Class of 2015 will be at least 80%”) or expressed in terms of percent of increase (e.g., “At least 3% more students in the Class of 2015 will graduate on time, as represented by its Adjusted 4-Year Cohort Graduation Rate, than graduated on time for the Class of 2013, as represented by its Adjusted 4-year Cohort Graduation Rate”).

1. Adjusted 4-Year Cohort Graduation Rate: _________

2. Adjusted 5-Year Cohort Graduation Rate: _________

3. Percent of 9th Graders earning at least 5 credits by end of 9th grade: _________

4. Percent of 10th Graders earning at least 10 credits by end of 10th grade: _________

5. Percent of 11th Graders earning at least 15 credits by end of 11th grade: _________

Indistar Indicators: Identify the specific Indicators that align with each goal.


Interim Measures: What interim measures can be used to track progress on these goals? For example, quarterly and semester grade reports could be used to track progress and determine specific students in need of intervention.

1. Adjusted 4-Year Cohort Graduation Rate: _________

2. Adjusted 5-Year Cohort Graduation Rate: _________

3. Percent of 9th Graders earning at least 5 credits by end of 9th grade: _________

4. Percent of 10th Graders earning at least 10 credits by end of 10th grade: _________

5. Percent of 11th Graders earning at least 15 credits by end of 11th grade: _________

Responses: How will staff respond when individual students and/or staff are not on track to meet these goals? For example, teachers can conference with students and notify parents on a weekly/bi-weekly basis.

Barriers / Obstacles: Describe attitudes, beliefs, and/or practices that may prevent the school from making progress in meeting these goals. What types of data can you collect to identify specific barriers and obstacles? How can we address these challenges?

Adapted from Center for Educational Effectiveness Facilitated Reflection Protocol. 9.12.13
Data Reflection Protocol: PROGRESS REPORTS

Responses will be used when setting goals for Student and School Success Action Plans in Indistar®.

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Staff Name: ____________________________</th>
</tr>
</thead>
</table>

Essential Question: *What do you notice in these data? What do they tell you? What equities/inequities do you notice?*

Goal-setting for 2014-15: Determine goals for 2014-15. Goals can be specific (e.g., “At least 80% of students taking Algebra I, Geometry, and/or Algebra II will earn a grade of B or higher in first semester 2014-15”) or expressed in terms of percent of increase (e.g., “At least 10% more students will earn a grade of B or higher in Algebra I, Geometry, and/or Algebra II in first semester 2014-15 than earned a B or in first semester 2013-14”).

1. Mathematics:

2. ELA:

3. Science:

4. Social Studies

5. Other:

Indistar Indicators: Identify the specific Indicators that align with each goal.

- Principle 1:_____  Principle 2:_____  Principle 3:_____  Principle 4:_____
- Principle 5:_____  Principle 6:_____  Principle 7:_____

Interim Measures: *What interim measures can be used to track progress on these goals?* For example, MAP data and quarter report cards can be used to track progress and identify students who are not on track to meet these goals.

1. Mathematics:

2. ELA:

3. Science:

4. Social Studies

5. Other:

Responses: *How will staff respond when individual students and/or staff are not on track to meet these goals?* For example, teachers can conference with students and notify parents on a weekly/bi-weekly basis.

Barriers / Obstacles: *Describe attitudes, beliefs, and/or practices that may prevent the school from making progress in meeting these goals. What types of data can you collect to identify specific barriers and obstacles? How can we address these challenges?*

Adapted from Center for Educational Effectiveness *Facilitated Reflection Protocol. 9.12.13*
Data Reflection Protocol: STATE ASSESSMENTS

Responses will be used when setting goals for Student and School Success Action Plans in Indistar®.

<table>
<thead>
<tr>
<th>Data Sources:</th>
<th>Staff Name: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question: What do you notice in these data? What do they tell you? What equities/inequities do you notice?</td>
<td></td>
</tr>
</tbody>
</table>

Goal-setting for 2014-15: Determine goals for 2014-15. Goals can be specific (e.g., “At least 80% of students taking Math EOC 1 will demonstrate proficiency in 2014-15”) or expressed in terms of percent of increase (e.g., “At least 10% more students will demonstrate proficiency on Math EOC 1 in 2014-15 than demonstrated proficiency in 2013-14”).

6. Mathematics – EOC 1: _________ EOC2:__________

7. Reading:

8. Science – EOC Biology:

9. Writing:

Indistar Indicators: Identify the specific Indicators that align with each goal.

|-------------------|-------------------|-------------------|-------------------|

Interim Measures: What interim measures can be used to track progress on these goals? For example, MAP data and quarter report cards can be used to track progress and identify students who are not on track to meet these goals.

1. Mathematics:

2. Reading:

3. Science – EOC Biology:

4. Writing:

Responses: How will staff respond when individual students and/or staff are not on track to meet these goals? For example, teachers can conference with students and notify parents on a weekly/bi-weekly basis.

Barriers / Obstacles: Describe attitudes, beliefs, and/or practices that may prevent the school from making progress in meeting these goals. What types of data can you collect to identify specific barriers and obstacles? How can we address these challenges?

Adapted from Center for Educational Effectiveness Facilitated Reflection Protocol. 9.12.13
**Data Reflection: STATE ASSESSMENTS & GRADUATION RATES – SPECIAL EDUCATION STUDENTS**

Responses will be used when setting goals for Student and School Success Action Plans in Indistar®.

<table>
<thead>
<tr>
<th>Data Sources:</th>
<th>Staff Name: ____________________</th>
</tr>
</thead>
</table>

**Essential Question:** What do you notice in these data? What do they tell you? What equities/inequities do you notice?

---

**Goal-setting for 2014-15:** Determine goals for 2014-15. (e.g., “At least 80% of special education students taking Math EOC 1 will demonstrate proficiency in 2014-15”) or expressed in terms of percent of increase (e.g., “At least 10% more special education students will demonstrate proficiency on Math EOC 1 in 2014-15 than demonstrated proficiency in 2013-14”).

1. **Mathematics – EOC 1:** _______  **EOC2:** _______
2. **Reading:** _______
3. **Science – EOC Biology:** _______
4. **Writing:** _______
5. **Adjusted 4-Year Cohort Graduation Rate:** _______
6. **Adjusted 5-Year Cohort Graduation Rate:** _______

**Indistar Indicators:** Identify the specific Indicators that align with each goal.

- Principle 1:_____  Principle 2:_____  Principle 3:_____  Principle 4:_____
- Principle 5:_____  Principle 6:_____  Principle 7:_____  Principle 8:_____  Principle 9:_____  Principle 10:_____

**Interim Measures:** What interim measures can be used to track progress on these goals? For example, MAP data and quarter report cards can be used to track progress and identify special education students who are not on track to meet these goals.

1. **Mathematics:**
2. **Reading:**
3. **Science – EOC Biology:**
4. **Writing:**
5. **Adjusted 4-Year Cohort Graduation Rate:**
6. **Adjusted 5-Year Cohort Graduation Rate:**

**Responses:** How will staff respond when individual students and/or staff are not on track to meet these goals? For example, teachers can conference with students and notify parents on a weekly/bi-weekly basis.

**Barriers / Obstacles:** Describe attitudes, beliefs, and/or practices that may prevent the school from making progress in meeting these goals. What types of data can you collect to identify specific barriers and obstacles? How can we address these challenges?

Adapted from Center for Educational Effectiveness *Facilitated Reflection Protocol. 9.12.13*
## B.5: S.M.A.R.T. Goal Rubric

**Directions:** Use this rubric to develop/assess the quality of S.M.A.R.T. goals/objectives within the Student and School Success Action Plan. The acronym “S.M.A.R.T.” is used to describe goals/objectives that are **S**pecific, **M**easurable, **A**ctionable/Attainable, **R**ealistic/Results-oriented, and **T**imely/Time-bound. S.M.A.R.T. goals/objectives articulate both the evidence supporting the strategy and measurable outcomes for students and educators.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>N/A</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the expected outcomes of implementing this objective for students/identified sub-grps?</td>
<td>No identified outcomes for students/identified sub-grps are described</td>
<td>Few identified outcomes are described for students/identified sub-grps; they are not expressed in terms of measurable changes in student learning</td>
<td>Many measurable outcomes for students/identified sub-grps are described</td>
<td>All measurable outcomes for all students and each identified sub-grps are described</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What are the expected outcomes of implementing this objective for educator practice?</td>
<td>No identified outcomes for educator practices are described</td>
<td>Describes few identified outcomes for educator practices or; they are not expressed in terms of measurable change in educator practice or connected to student learning outcomes</td>
<td>Many measurable outcomes for educator practices are described that clearly link to expected student learning outcomes</td>
<td>All measurable outcomes for practices for teachers and leaders are described that clearly link to expected student learning outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What professional development or technical assistance (PD/TA) is provided to support effective implementation of this objective?</td>
<td>No PD/TA that aligns to objective, needs assessment, or staff needs is described</td>
<td>Some PD/TA that aligns to objective, needs assessment, or staff needs is described</td>
<td>Majority of PD/TA is aligned to objective and was determined based on needs assessment, needs of staff and students/identified sub-grps</td>
<td>Extensive job-embedded PD/TA aligned to objective is provided; PD/TA is based on needs assessment, needs of staff and students and identified sub-grps; PD/TA is supported by on-site coaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What resources are allocated to support effective implementation of this objective?</td>
<td>No resources aligned to the objective are identified</td>
<td>Some resources aligned to the objective are described</td>
<td>Multiple resources aligned to objective are identified; resources align with identified needs of students/identified sub-grps</td>
<td>Resources are completely aligned to support the objective and to identified needs of students/sub-grps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What evidence will be utilized to determine the effectiveness of implementing the objective and achieving the desired outcomes?</td>
<td>No evidence of implementation and/or impact of the objective is described</td>
<td>Some indication of evidence of implementation and/or impact is described</td>
<td>Several measures of evidence are provided to assess the impact of the objective</td>
<td>Multiple measures of evidence are provided to assess effectiveness of implementation and impact of the objective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B.6: Protocol to Develop Your Problem Statement

Purpose: The data team will collaboratively complete the Problem Statement worksheet. As the worksheet guides the team through the process, the team will gain a deeper understanding of the problem and its impact. This deeper understanding will prepare the team to analyze the root causes that underlie the problem.

Time: About 30 minutes

Directions:

1. As a team, review the Sample Problem Worksheet included with this Protocol to become familiar with the finished product that you will produce for your identified issue.
2. When using the worksheet, start by stating the original issue being investigated in the first box. Then, work through the boxes from top to bottom to craft the final statement by identifying:
   a. The people affected
   b. What the data say about the focusing question
   c. The inferences generated from what the data say
3. Use the blank Problem Statement Worksheet included with this Protocol to draft a problem statement.
4. Once the problem statement has been drafted, it may be obvious that other questions need to be answered, additional data collected, and further analysis conducted to frame the problem. If that is the case, the following steps should be used to identify the clarifying questions and the data needed to address them. (See Data Identification, Collection and Display Worksheet: Clarifying Questions included with this Protocol.)
   a. Brainstorm questions that arise from the draft problem statement that the team has formulated. Record these questions on chart paper.
b. From this group of questions, identify the questions that must be answered before a final problem statement can be crafted.

c. Record them on a new sheet of chart paper leaving room next to each question to record the data needed to answer each question.

6. The clarifying questions the team has identified may be answered using the data already collected and displayed. It is more likely, however, that new data will need to be identified, collected, displayed, and analyzed. For each of the clarifying questions that the team has identified as critical to the investigation, brainstorm additional data elements that need to be collected and record them next to each clarifying question on the chart paper.

7. Once the data have been collected and displayed, repeat the data analysis process used in the “Assess Need to Change” step of the action-planning process.

8. Adjust the final problem statement, if necessary, after you complete the analysis.
Sample Problem Statement Worksheet

<table>
<thead>
<tr>
<th>Initial broad issue</th>
<th>The Hidden Valley leadership team identified high school completion as a priority issue in their district.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing question</td>
<td>What was the dropout rate at each grade level in grades 7–12 for each of the Hidden Valley secondary schools in 2009–2010?</td>
</tr>
<tr>
<td>Who is affected by this issue?</td>
<td>Hidden Valley secondary school students (grades 7–12)</td>
</tr>
</tbody>
</table>
| What do the data say about the focusing question? | • The majority of dropouts are coming from Carter Technical.  
• There are less than half as many students enrolled in Carter (grades 7–12) as there are in Clinton (grades 9–12).  
• There are only 4 students identified as dropouts at Clinton High.  
• The largest percentage of dropouts at Carter is in grade 8.  
• The dropout rate decreases from grade 9 to grade 12 at Carter. |
| Inferences regarding this issue? | • Students who are at risk of dropping out of school are transferred to Carter Tech.  
• Dropout rate at Carter Tech decreases from grade 9 to grade 12 because those who are likely to drop out do so at an early grade level.  
• Carter Tech enrolls a greater proportion of at risk populations than does Clinton High School (minorities; students with disabilities; low income).  
• Clinton High School has more programs that help at risk students be successful than does Carter Tech.  
• Grade 8 students at Carter Tech have been retained in previous grades and are over-age for their grade and may drop out at 16. |
<p>| Draft problem statement | Carter Tech has a large percentage of students who leave school before entering high school. |</p>
<table>
<thead>
<tr>
<th>Sample Problem Statement Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial broad issue</strong></td>
</tr>
<tr>
<td><strong>Focusing question</strong></td>
</tr>
<tr>
<td><strong>Who is affected by this issue?</strong></td>
</tr>
<tr>
<td><strong>What do the data say about the focusing question?</strong></td>
</tr>
<tr>
<td><strong>Inferences regarding this issue?</strong></td>
</tr>
<tr>
<td><strong>Draft problem statement</strong></td>
</tr>
<tr>
<td>Clarifying Questions</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
B.7: Protocol to Identify Root Causes of Problems of Practice

See Educational Service District 113 Resources (District and School Data Team Toolkit) for additional documents to support this protocol. ©2011 Public Consulting Group, Inc. Used with permission.

Introduction
Identifying root cause in education rarely results in a single factor being identified that can easily be resolved. Protocols such as this one help a group of educators collaboratively discuss the most likely root causes of the problem under investigation. This discussion will help the team come to agreement about what is the most significant factor within the district’s and/or school’s control to address.

Directions
1. Write the evidence-based problem developed by the team on chart paper.
2. Each member of the team will then write one or more responses to the question: “why might this be happening?” Each response should be written on a separate sticky note.
3. Place the sticky notes in a row across the chart paper under the problem. Discuss the responses and eliminate any that duplicate the same basic idea. Add any that appear to be missing.
4. Rank-order the ideas from most plausible causes to least plausible. As you do this, think about factors that are under the district’s/school’s control and which, if addressed, will solve the identified problem. If the team has difficulty determining significance and control, they may want to consult tool 4.3A Determining Significance and Control that is designed to help the team determine which root causes are most significant AND most influenced by the district or school. This should be done after all potential root causes have been suggested.
5. For the most plausible reason, again write possible explanations of why this is happening on sticky notes. Place these in a row below the most plausible cause. You can revisit the other reasons later.

6. Again, rank-order the causes. Review all of the causes that you have associated with the initial, most plausible cause, and reach consensus on what the team believes to be the most likely root cause.

7. The next step is to gather and analyze data to test the root cause to ensure that it is valid (4.4 Identifying, Collecting, and Displaying Data to Test the Root Cause and 4.5 Testing the Root Cause).

See Educational Service District 113 Resources (District and School Data Team Toolkit) for additional documents to support this protocol.
B.7: Protocol to Identify Root Causes of Problems of Practice
Fishbone Analysis Protocol

See Educational Service District 113 Resources (District and School Data Team Toolkit) for additional documents to support this protocol. ©2011 Public Consulting Group, Inc. Used with permission.

Purpose: To use the fishbone diagram as a structure that will enable the data team members to suggest possible causes of the problem under investigation and then reach consensus on a probable root cause.

Time: About 1 hour

Introduction
During the brainstorming section of this protocol, participants may come up with possible causes that do not fit easily into one of the identified categories (“ribs”). This can indicate a need to identify a new category or broaden an existing category. Do not discard an idea solely because it does not fit into a previously identified category. If necessary, add the new category and move on. The purpose of the major categories is to provide a structure to guide the brainstorming. These categories should be used to inspire, rather than restrict, participants’ thinking.

Preparation
1. Distribute a copy of the Example of a Completed Fishbone Diagram Worksheet included with this Protocol and a blank copy of the Fishbone Diagram Worksheet included with this Protocol to each data team member.
2. Create a blank copy of the diagram on chart paper.
Directions

1. Write the problem under investigation in the box at the “head” of the fish.
2. Identify major categories that are logically associated with the problem and write them in the boxes in the diagram. The diagram has four “ribs” and boxes, but more or fewer boxes can be used depending upon the selected categories.

   *Note: The following categories are often used: students, families, processes, curriculum, instruction, and teachers. Remember to look for root causes that are under the district’s/school’s control.*

3. For each category, brainstorm possible causes of the problem related to that category. Record the possible causes next to the appropriate “rib” in the diagram. Repeat this process for each of the categories.
4. Study the display that you have created. Are all of the reasons that have been identified under the control of the district and/or school? If not, place an “X” next to those not under district and/or school control. As an alternative to this step, the team may want to consult the tool *Determining Significance and Control* (available on the ESD 113 website referenced at the beginning of this Protocol.) This tool is designed to help the team determine which potential root causes are most significant AND most influenced by the district or school.
5. As a team, analyze each possible cause to determine whether it is a root cause by asking:
   a. Would the problem have occurred if this cause had not been present?
   b. Would the problem reoccur if the cause was corrected?
6. If the answer to both of these questions is “No,” you have found a likely root cause.
7. Place a checkmark next to each idea that is not a root cause and circle each idea that is a likely root cause of the problem.
8. Teams can test their root cause by using two documents on the ESD 113 website: 4.4 Identifying, Collecting, and Displaying Data to Test the Root Cause and 4.5 Testing the Root Cause.
At-risk students are not identified in elementary school. Retention in the primary and intermediate grades. No targeted counseling for students who have been retained. Instruction is not differentiated to meet needs of diverse student body. No real world context. No focus on relevant outcomes. Over-age for grade. Member of a special population. Frustrated with lack of academic success. Lack of engagement with school. No focus on relevant outcomes. No career education in grades 7 and 8 that supports the need for high school completion. Focus on state standards alone. No focus on relevant outcomes. Problem: Carter Tech has a large percentage of students who leave school before entering high school.
Appendix C. Current Level of Development (CLD) Guidance for SCHOOL-LEVEL EXPECTED INDICATORS

**Directions:** Leadership Team members and other stakeholders use the *Current Level of Development Review* to assess their school’s progress with respect to each School-Level Expected Indicator (Column 1). These Expected Indicators align directly with the seven Student and School Success Principles, also known as “Turnaround Principles” in federal ESEA Guidance.

**Steps in the process:**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams read the Indicator and review the research-based descriptors (Column 2—includes Wise Ways and other research).</td>
<td>Next, each team member assesses the Current Level of Development in Column 3 (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation).</td>
<td>Teams note reasons and evidence for this assessment in Column 4; each team should consider both practices listed in Column 2 and other practices implemented by the school that align with the Indicator.</td>
<td>The facilitator leads the team in a consensus-building activity to:</td>
<td>The Leadership Team uses this information to assess each Expected Indicator on Indistar and to support creating the Student and School Success Action Plan.</td>
</tr>
</tbody>
</table>

**Note:** Column 2 includes *suggested* research-based best practices for each Expected Indicator; these are informed by the “Wise Ways” research documents found on the Indistar® tool and other research. Lists in Column 2 are **not intended to serve as a “menu”** that includes all possible research-based best practices for each Expected Indicator. Rather, school teams are encouraged to consider both the practices listed in Column 2 as well as evidence of other research-based practices when describing their current level of development. Moreover, *schools are NOT expected to implement each research-based practice listed in Column 2* for every Expected Indicator. Rather, teams consider the full range of research-based practices, as well as school- and district-level data, when assessing their school’s current level of development and creating their plan on Indistar®.
<table>
<thead>
<tr>
<th>Principle 1: Provide strong leadership.</th>
<th></th>
<th>Notes:</th>
</tr>
</thead>
</table>
| **P1-IE06:** The principal keeps a focus on instructional improvement and student learning outcomes. | The Principal (and other administrators): | ○ No Development  
○ Limited development  
○ Full Implementation |
|  | • Keep their focus on central objective of school: improved student learning.  
• Set climate of high expectations for achievement for all students.  
• Show importance of strengthening instruction aligned to standards, curriculum, and assessment.  
• Use data to guide decisions.  
• Lead the effort and are constantly vigilant toward targeted measurable goals.  
• Serve as instructional leaders who are highly visible across the school and in classrooms, monitor teaching closely, and model good teaching practice. |  |
|  |  |  |
| Principle 2: Ensure that teachers are effective and able to improve instruction. |  | Notes: |
| **P2-IF11:** Professional development is aligned with identified needs based on staff evaluation and student performance. | Professional Development: | ○ No Development  
○ Limited development  
○ Full Implementation |
|  | • Aligns with the staff evaluation system.  
• Is guided by formative teacher evaluation data and formative and summative student assessment data.  
• Provides opportunity for teachers to be involved and deliver PD.  
• Is monitored to see extent of changes in instructional practice and to see if goals for professional learning are met.  
• Ensures regular, detailed feedback from instructional leaders to teachers to help them continually grow and improve their professional practice.  
• Is based on strategies supported by rigorous research.  
• Aligns with state and district standards, assessments, and goals.  
• Incorporates principles of adult learning into professional development activities.  
• Facilitates active learning and provides sustained implementation support. |  |
| P2-IF12: School provides all staff high-quality, ongoing, job-embedded, differentiated professional development. | Professional learning increasing educator effectiveness and results for all students:  
- Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.  
- Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.  
- Requires prioritizing, monitoring, and coordinating resources for educator learning.  
- Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.  
- Integrates theories, research, and models of human learning to achieve its intended outcomes.  
- Applies research on change and sustains support for implementation of professional learning for long term change.  
- Aligns outcomes with educator performance and student curriculum standards. | | Notes: | | No Development | Limited development | Full Implementation | Notes: |
| P2-IF14: The school sets goals for Professional Development and monitors the extent to which staff has changed practice | Professional development:  
- Is standards-based, results-driven, and job embedded.  
- Includes peer observation, mentoring, whole faculty or team/department study groups, shared analysis of student work, teacher self-assessment and goal-setting.  
- Is collaborative and differentiated.  
- Aligns with the staff evaluation system.  
- Is guided by formative teacher evaluation data and formative and summative student assessment data.  
- Provides opportunity for teachers to be involved and deliver PD.  
- Is monitored to see extent of changes in instructional practice.  
- Focuses on developing deeper understanding of community served by the school; subject-specific pedagogical knowledge, and leadership capacity.  
- Creates a professional development learning community that fosters a school culture of continuous learning.  
- Promotes a culture in which professional collaboration is valued and emphasized.  
- Ensures that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them continually grow and improve their professional practice. | | | No Development | Limited development | Full Implementation | Notes: |
**Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.**

| P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. | The Leadership Team and teachers:  
- Implemented strategies to extend learning time:  
  - Transformed time structure during school day (block scheduling, reduced time spent in elective classes, guided study halls with additional teacher support, student advisories);  
  - Extended school day (additional time spent in core classes, transition programs, credit recovery classes, community partnerships with internships); and/or  
  - Extended or altered the school year (year-round school with increased learning time, summer programs, transition programs, and interim 3-week terms for credit recovery, extended learning).  
- Ensure that the students who need the most support are given more instructional opportunities.  
- Have buy-in for extended school days from parents, teachers, students, and the community and receives funds to support extended learning time.  
- Implement professional development to ensure that teachers use extra time effectively.  
- Create local partnerships with businesses, organizations, etc., to support the extended time initiative.  
- Monitor progress of the extended learning time initiative. | O  No Development  
O  Limited development  
O  Full Implementation  

**Notes:**

| P3-IVD06: The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. | The Leadership Team:  
- Organized teachers into Instructional Teams (by whatever name) so that they can develop and review formative assessments and plan units of instruction with differentiated lessons.  
- Provides predictable blocks of time sufficient for instructional teams to meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade level or subject area for which the team is responsible.  
- Distributes leadership through a team structure.  
- Creates a culture in which teachers spend more time together pre-planning and working in teacher groups to interpret evidence about their impact on students.  
- Holds teams accountable for improving the teams’ professional practice as a whole within a culture of candor. | O  No Development  
O  Limited development  
O  Full Implementation  

**Notes:**
Principle 4: Strengthen the school’s instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.

<table>
<thead>
<tr>
<th>Instructional Teams:</th>
<th></th>
<th></th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize the curriculum into unit plans that guide instruction for all students and for each student; unit plans assure that students master standards-based objectives and also provide opportunities for enhanced learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the concepts, principles, and skills that will be covered within the unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the standards/benchmarks that apply to the grade level and unit topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop all objectives that clearly align to the selected standards/benchmarks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange the objectives in sequential order.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the best objective descriptors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider the most appropriate elements for mastery and constructs criteria for mastery.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include special educators to increase capacity for developing effective structures and conditions to support system-wide continuous improvement of teaching and learning for all students with disabilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include ELL educators to support development of curricula to address the linguistic needs of ELLs; members of instructional teams must be encouraged to collaborate across program and content areas to design and implement instruction that is aligned to both content and English language proficiency standards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P4-IIIc07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Learning activities (assignments given to each student) are targeted to that student’s level of mastery, and align with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit post-test.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Instructional Team’s unit plans:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Include a description of each leveled and differentiated learning activity, the standards-based objectives associated with it, and criteria for mastery;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Differentiate learning activities among various modes of instruction – whole-class instruction, independent work, small-group and center-based activities, and homework; and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Include activity instructions that provide the detail that enables any teacher to use the learning activity, and serve as a means of explaining the activity to students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- When not teaching whole class, all teachers individualize instruction by drawing from the learning plan grids for the unit to create Student Learning Plans to guide each student’s activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- All teachers make appropriate modifications in planning and implementing instruction based on variety of data for English language learners to allow for variations in time allocation, task assignments, and modes of teacher communication and student response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- All teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners, including students with disabilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- No Development</td>
</tr>
<tr>
<td>- Limited development</td>
</tr>
<tr>
<td>- Full Implementation</td>
</tr>
</tbody>
</table>
The Leadership Team:
- Looks at school-level data, disaggregated by student groups and by grade and subject areas, to make decisions about improvements to the core instructional program. Student performance data are typically disaggregated by sub-groups.
- Periodically reviews data on student performance, curriculum, and actual instructional practice to make decisions about the core instructional program.
- Looks at data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers’ instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students.
- Collects and reviews data, and plans and implements strategies to change professional behavior or instructional practices in order to change outcomes for students.
- Monitors programs to ensure that all students have adequate opportunity to learn rigorous content in all academic subjects.

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ No Development</td>
</tr>
<tr>
<td>○ Limited development</td>
</tr>
<tr>
<td>○ Full Implementation</td>
</tr>
<tr>
<td>Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| **P5-IID08:** Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. | Instructional Teams:  
- Use data to examine connections between the aligned curriculum, the taught curriculum, the most efficacious instructional strategies, and the mastery evidenced by the individual student.  
- Meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible.  
- Need time for two purposes: (a) meetings for maintaining communication and organization the work, operating with agendas, minutes and focus (45 min twice per month); and (b) curricular and instructional planning (block of 4-6 hours monthly).  
- Use student learning data to improve instruction by informing teachers of the need to change or improve teaching strategies to meet the needs of students with disabilities.  
- Use multiple assessments to measure English language learners’ progress in achieving academic standards, and in attaining English proficiency. | ![Options](https://example.com/option.png) No Development  
![Options](https://example.com/option.png) Limited development  
![Options](https://example.com/option.png) Full Implementation |
| **P5-IID12:** All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. | **DISTRICT:** To support teachers, leadership, and instructional teams, Districts:  
- Develop a data system or adopt an available data system that enables analysis of student outcomes at multiple levels.  
- Develop a district-wide plan for collecting, interpreting, and using data.  
- Dedicate time and develop structures for district schools and teachers to use data to alter instruction.  
- Train teachers and principals in how to interpret and use data to change instruction.  
- Use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district.  
- Conduct deep analysis to determine areas in need of improvement.  

**SCHOOL:** The School Leadership and Instructional Teams:  
- Identify which students are at risk for difficulties with certain subjects, such as math or reading, and provide more intense instruction to students identified as at risk.  
- Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services toward critical academic outcomes. | ![Options](https://example.com/option.png) No Development  
![Options](https://example.com/option.png) Limited development  
![Options](https://example.com/option.png) Full Implementation | Notes: |
<table>
<thead>
<tr>
<th></th>
<th>Use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collect instructional data to alter strategies; this includes teacher evaluation, classroom observations and feedback, examining lesson plans, self-assessments, portfolio assessments, and review of student work samples.</td>
</tr>
<tr>
<td></td>
<td>Provide Performance-based student assessments to validate and monitor the growth of all students and the success of curriculum and instructional programs.</td>
</tr>
<tr>
<td></td>
<td>Ensure teacher study groups examine instructional practice data using a protocol (e.g., Debrief, Discuss the Focus Research Concept, Compare Research with Practice, Plan Collaboratively, and Make an Assignment).</td>
</tr>
<tr>
<td></td>
<td>Provide coaching support for collaborative use of instructional practice data.</td>
</tr>
<tr>
<td><strong>P6-IIC13:</strong> All teachers reinforce classroom rules and procedures by positively teaching them.</td>
<td><strong>Notes:</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| All teachers:  
- Accept responsibility for teaching their students, believe that students are capable of learning, re-teach if necessary, and alter materials as needed.  
- Allocate most of their available time to instruction, not non-academic activities, and learning activities are carefully aligned to standards.  
- Organize learning environments and use group management approaches to maximize time students spend engaged in lessons.  
- Move through the curriculum rapidly but in small steps that minimize student frustration and allow continuous progress.  
- Actively instruct, demonstrating skills, explaining concepts, conducting participatory activities, reviewing when necessary; teach their students rather than expecting them to learn mostly from curriculum materials; and emphasize concepts and understanding.  
- Provide opportunities for students to practice and apply learning, monitor each student’s progress, and provide feedback and remedial instruction as needed, making sure students achieve mastery.  
- Maintain pleasant, friendly classrooms; seen as enthusiastic, supportive instructors.  
- Consistently reinforce classroom rules and procedures. | ○ No Development  
○ Limited development  
○ Full Implementation |

<table>
<thead>
<tr>
<th><strong>P6-IIC16:</strong> The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).</th>
<th><strong>Notes:</strong></th>
</tr>
</thead>
</table>
| The Leadership Team:  
- Focuses on a school vision for a learning environment that is emotionally safe and conducive to learning.  
- Promotes a positive school climate that is positive, caring, supportive, respectful of all learners, and includes norms, values, and high expectations for all students that support people feeling emotionally and physically safe.  
- Establishes rules and procedures with appropriate consequences for violations, as well as programs that teach self-discipline and responsibility to all students.  
- Ensures a physical environment that is welcoming and conducive to learning; a social environment that promotes communication and interaction; an affective environment that promotes a sense of belonging and self-esteem; and an academic environment that promotes learning and self-fulfillment. | ○ No Development  
○ Limited development  
○ Full Implementation |
**Principle 7: Provide ongoing mechanisms for family and community engagement.**

| P7-IVA02: The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annual distributed and frequently communicated to teachers, school personnel, parents (families) and students. | The Leadership Team:  
- Promotes connections among teachers, staff, and students that form the web of a community of the school.  
- Promotes relationships among the people intimately attached to a school—students, their teachers, families of students, school’s staff, and active volunteers.  
- Communicates the school community’s purpose, what they value in the education of their children, and everyone’s role in getting the job done.  
- Provides opportunities for members of the school community to communicate about these values, the expectations they have of one another, the roles they play, and the progress they are making, educating themselves and one another to perform their roles more competently; and associating with one another to strengthen their relationships and amplify the effects of their individual contributions to children’s learning and personal development.  
- Ensures documents are available in the language of their students’ families.  
- Provides opportunity for parents and teachers to develop new skills to bridge language, cultural, economic, and social barriers and to build trust between home and school. | O  No Development  
O  Limited development  
O  Full Implementation | Notes: |

| P7-IVA04: The school’s Compact includes responsibilities (expectations) that communicate what parents (Families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). | The Leadership Team:  
- Helps parents fully engage in the learning lives of their children by building connection between the school and the home built upon a common purpose, communication, education, and association.  
- Communicates the school community’s purpose, what they value in the education of their children, and everyone’s role in getting the job done.  
- Provides opportunities for members of the school community to communicate about these values, the expectations they have of one another, the roles they play, and the progress they are making, educating themselves and one another to perform their roles more competently; and associating with one another to strengthen their relationships and amplify the effects of their individual contributions to children’s learning and personal development. | O  No Development  
O  Limited development  
O  Full Implementation | Notes: |
| P7-IVA01: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations. | The Leadership Team:  
- Shares leadership with parents in order to boost school improvement.  
- Engages a School Community Council that unites efforts of parents, teachers, and students to look at the connections between the school and the families it serves and to make recommendations for strengthening the School Improvement Plan’s emphasis on family school connections.  
- Enlists the support and assistance of the parent organization and faculty to carry out activities of the School Community Council.  
- Nurtures parent leadership for a variety of purposes: deciding, organizing, engaging, educating, and advocating and connecting.  
- Uses a variety of mechanisms to engage parents in demographic decision-making: school councils and committees, parent or parent-teacher associations, school action teams for planning and research, including an action team for partnerships, and parent-school compacts or contracts. | No Development | Limited development | Full Implementation | Notes: |
| DISTRICT: To support leadership, teachers, parents, and communities, the District:  
- Ensures each school has a strong academic program at its core, with all other services complementing the central academic mission.  
- Asks each partnering organization to designate an employee at each school site to operate as a contract point between the school, organization, students, families, and community members, with the goal of creating sustainable and effective partnerships.  
- Develops joint financing of facilities and programs by school districts, the local government, and community agencies. | SCHOOL: The School Leadership Team:  
- Ensures that all staff – administrators, teachers, and other staff – are willing to collaborate with outside organizations and are provided with training to do so effectively.  
- Involves parents, community members, school staff, and other stakeholders in planning for services to be offered at the school site.  
- Integrates in- and out-of-school learning with aligned standards.  
- Incorporates the community into the curriculum as a resource for learning, including service learning, place-based education, and other strategies.  
- Conducts quality evaluations regularly, including data collected from all stakeholders, to determine strengths and weaknesses of services and programs offered to create a continuous cycle of improvement. | No Development | Limited development | Full Implementation | Notes: |
Appendix D. Active Implementation Frameworks – Resources

A variety of resources to support districts and schools to effectively implement innovations and evidence-based practices are available on the Active Implementation Hub (AI Hub) Web site. Development of the AI Hub, AI Modules and AI Lessons is an initiative of the State Implementation & Scaling-up of Evidence-based Practices Center and the National implementation Research Network. Learn more at: http://implementation.fpg.unc.edu.

Two of their resources follow:

- **Handout #1 – Active Implementation Frameworks**: This document provides an overview of the five Active Implementation Frameworks (i.e., Usable Interventions, Teams, Drivers, Stages, and Cycles).
- **Activity 4.6 – Using the Stages of Implementation Analysis Tool**: The tool supports teams to identify where they are with respect the implementation stages for a specific innovation they are currently exploring or implementing. Additional information about the tool is available at: http://implementation.fpg.unc.edu/resources/stages-implementation-analysis-where-are-we.
Thinking about a current or upcoming initiative:

- Develop a description of the intervention that reflects principles, values and expected outcomes

- Identify the essential functional features of the program

- Discuss how your team will know that each of these functional features is in place? What would it look like in a school or district? How would fidelity and performance assessment data be captured?
Activity 4.6
Using the Stages of Implementation Analysis Tool

Using the Stages of Implementation Analysis tool, think of a current initiative at your site and consider which components of the Exploration Stage were in place, partially in place or not in place when it was first launched. How about now?

Instructions

- Download the Stages of Implementation Analysis: Where Are We planning tool.

Apply it Now

- Think of a current initiative at your site and consider which components of the Exploration Stage were in place, partially in place or not in place when it was first launched.
- How about now?
- What might be some “next right steps”?

Learn more: implementation.fpg.unc.edu
Appendix E. Frequently Asked Questions

Frequently asked questions and their responses about the action-planning process follow.

1. **How do the Student and School Success Principles connect to the action-planning process?**
   Schools successful in turning around low performance—whether with all their students or with low-achieving subgroups of students—share common leadership, instructional, and schoolwide behaviors and practices. These practices, known as “Student and School Success Principles” in Washington State and Turnaround Principles in federal ESEA Guidance, correlate to attributes of both high-performing schools and schools successful in turning around persistent low performance. The action-planning process supports teams to cast a laser-like focus on each of these practices as it applies to their school community.

2. **What are Expected Indicators, and how do they connect to the action-planning process?**
   OSPI identified 17 high-leverage actions for schools (i.e., “School-Level Expected Indicators”) and 14 high-leverage actions for districts (i.e., “District-Level Expected Indicators”) that directly align with the Student and School Success Principles. These Expected Indicators represent actions that schools and districts can take to build educator capacity and significantly improve student learning outcomes. They also support both school and district leaders and teams to understand what each Student and School Success Principle looks like “in action.”

   School teams use the *Current Level of Development Review* to assess their level of implementation of the practice (i.e., *No Development or Implementation, Limited Development or Implementation, or Full Implementation*). The collective results provide data to support school teams as they assess their level of implementation for each Expected Indicator and complete their Student and School Success Action Plan in Indistar®. Teams can also use the collective results when creating and monitoring their action plan in Indistar®.

   **Note.** All Indistar® Indicators were identified by the Academic Development Institute as essential to accelerate improvement of educator practice and to significantly increase student achievement. Each Indicator describes a concrete behavior or professional practice that research has affirmed contributes to student learning. Indicators provide exemplars that help school teams to understand what specific practices look like when effectively implemented. They are written in plain language, so teams can respond with certainty when asked if a specific behavior is standard practice across the school. This format makes it easier for teams to identify needed changes, create plans to improve practice, and monitor progress toward desired outcomes (Laba, 2011).

3. **How does the Indistar® tool connect to the action-planning process?**
   As illustrated in the table on the next page, steps of the action-planning process correspond to specific action(s) in Indistar®.
Table 1. Action Planning and Corresponding Indistar® Action

<table>
<thead>
<tr>
<th>Improvement Cycle</th>
<th>Step in Action Planning</th>
<th>Corresponding Indistar® Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess need for change</td>
<td>3. Collect and analyze data</td>
<td>• Download Data Reflection Protocol from Docs and Links</td>
</tr>
<tr>
<td></td>
<td>Complete Current Level of Development Review</td>
<td>• Upload aggregate Data Reflection Protocol and other data to Indistar® (Optional)</td>
</tr>
<tr>
<td>Select intervention to address identified need</td>
<td>5. Explore and select intervention aligned with school and district needs</td>
<td>• Assess all 17 School-Level Expected Indicators*</td>
</tr>
<tr>
<td></td>
<td>Assess alignment of school and district policies, procedures, etc. with intervention</td>
<td>• Identify at least one “active” Expected Indicator for each Student and School Success Principle*</td>
</tr>
<tr>
<td></td>
<td>Submit evidence</td>
<td>• Upload supporting evidence for Expected Indicators assessed as Fully Implemented</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Open Document Upload tab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Upload evidence to appropriate folder</td>
</tr>
<tr>
<td>Implement Action Plan</td>
<td>5. Implement action plan</td>
<td>Implement tasks identified in action plan</td>
</tr>
<tr>
<td>Monitor and revise plan, moving toward full implementation</td>
<td>6. Monitor implementation and impact and revise as needed</td>
<td>Monitor active Expected Indicators on Indistar® and revise/add tasks if needed</td>
</tr>
</tbody>
</table>

*Priority and Focus Schools are required to assess all 17 School-Level Expected Indicators. They are also required to create action plans in Indistar® for at least one Expected Indicator for each Student and School Success Principle. These Indicators are referred to as “active” Expected Indicators. Each will have S.M.A.R.T. Goals, tasks, and timelines, and progress around implementation and impact for each active Expected indicator is regularly monitored by the school and district.

4. The action-planning process appears to be linear, that is, once school teams complete the last step of the process, they’ve fulfilled expectations for completing their Student and School Success Action Plans. Is this a correct interpretation?

No. The cycle of improvement supported through the Indistar® tool engages school teams in a continuous process anchored in both data and research. The improvement cycle often includes multiple sub-cycles of assess, create, implement, monitor, and revise occurring at the same time.

The Indistar® tool focuses on three strategic actions in the process: assessing the current level of development of a research-based practice; creating action plans to boost educator capacity to implement the practice(s); and monitoring both the level of implementation and the impact of the practice on student achievement.
5. **How many “Expected Indicators” does a school need to include in its Student and School Action Plan?**
   Leadership Teams will always have at least one “active” Expected Indicator for each Student and School Success Principle in their Student and School Success Action Plan. “Active” Indicators have S.M.A.R.T. goals with current tasks and timelines; they are typically managed by a Leadership Team member. As one Expected Indicator becomes “Fully Implemented” and embedded as “the way we do things here,” school teams identify new active Expected Indicators to assess, create action plans around, monitor, and revise if needed.

6. **Are teams required to enter all information on the Indistar® tool?**
   School teams are required to enter their action plans, including S.M.A.R.T. goals, tasks, and timelines, into Indistar®. Some teams find it easier to word process their narratives for each step of the action-planning process before entering the information on Indistar®. This supports teams to develop, revise, and reach consensus on their final narratives before inserting them into Indistar®.

7. **For Newly Identified Schools: How does my school team access the Indistar® tool?**
   The Office of Student and School Success provides support to schools implementing the Indistar® action-planning tool. School leaders may contact the office for information about using the tool and support to log onto and use the tool in the action-planning process. Email Indistar@k12.wa.us or call (360) 725-4960 for further information. The Indistar® website (http://www.indistar.org/) provides additional supporting information.

8. **For Small and Rural/Remote Schools: How should staff be organized to facilitate the action-planning process?**
   Leaders in small schools may decide that the entire staff should engage in the action-planning process together. Engagement of the entire staff will impact the time required to move through each step, from collecting and analyzing data through creating and monitoring action plans. Since the availability of qualified substitute teachers may limit opportunities for teacher teams to meet during the school day, leaders may choose to complete this work during staff meetings or other times that don’t require teachers to be out of the classroom.

   Based on capacity (e.g., number of school staff), leaders may decide it works best to appoint teams of several staff members to develop S.M.A.R.T. Goals along with associated tasks and timelines for selected Indicators. These plans would be brought to the whole staff for final approval and implementation.

9. **Is there a way that Title I schools can integrate their Student and School Success Action Plans and Schoolwide Plans or Targeted Assistance Plans?**
   Yes. Leaders from the Office of Student and School Success and Title I Division collaborated to develop a process that enables teams to integrate these plans on Indistar®. Section IV, Appendix F, and Appendix G of this handbook provide specific directions and supporting documents for each step in the process. Both OSPI’s Office of Student and School Success and Title I Division encourage Leadership Teams in Title I schools to use Indistar® as a tool to integrate the plans.

10. **For Continuing Priority and Focus Schools: Have requirements for integrating the Schoolwide Plan and Student and School Success Plans changed from 2013-14 to 2014-15? If so, what are the changes?**
    The requirements for integrating the Schoolwide Plan and Student and School Success Plan changed from 2013-14 to 2014-15. The following have been updated or changed:
    - The document “Merging Your Plans-Title I, Part A Schoolwide and Indistar” has been updated.
    - The document “Title I Schoolwide Plan required Component Checklist of Evidence and Actions” has been redesigned. This tool now includes stem questions for each of the 10 Title I, Part A-Schoolwide components. Teams reflect upon these questions as they address each component, and if applicable, as
they create tasks to implement corresponding Indicator(s). These stem questions are included on the checklist webform; the webform continues to reside on the “Complete Forms” tab on Indistar®. We encourage use of these questions as teams develop one plan that fully integrates both their Schoolwide Plan and their Student and School Success Action Plan.

- A template for Component 10 for schools to use to communicate how they’re combining funds has been included.

See Section IV and Appendix F for more information.

We also added the following information to support schools to integrate their Targeted Assistance Plan and Student and School Success Plan:

- “Title I, Part A-Merge Your Plans-Title I, Part A Targeted Assistance and Indistar”
- “Title I Targeted Assistance Plan required Component Checklist of Evidence and Actions”: This tool includes stem questions for each of the eight Title I, Part A-Targeted Assistance required components. Teams reflect upon these questions as they address each component, and if applicable, as they create tasks to implement corresponding Indicator(s). These stem questions are included on the checklist webform; the webform resides on the “Complete Forms” tab on Indistar®. We encourage use of these questions as teams develop one plan that fully integrates both their Targeted Assistance Plan and their Student and School Success Action Plan.

See Section V and Appendix G for more information.

Note. Both the Schoolwide Plan and the Targeted Assistance Plan have the same due date on Indistar®: February 28, 2015.

11. What other information is available to support coaches and facilitators working with school and district leaders and teams?

The Academic Development Institute created a series of documents to support district and school teams, coaches, and others to use the Indistar® tool. For instance, the document, Coaching for School Improvement: A Guide for Coaches and Their Supervisors (Laba, 2011), provides extensive guidance to support school teams to effectively engage in a continuous improvement process. It may be accessed at www.indistar.org. Teams may find Section 2: Coaching with Indicators (pages 21 through 39 of the document) particularly supportive as they move forward with their change efforts using Indistar®. Other documents may be accessed at http://www.indistar.org/gettingstarted/.
Appendix F: Supporting Documents for Schoolwide Plans

Title I Schoolwide Plan Required Components Checklist of Evidence/Actions

<table>
<thead>
<tr>
<th>School:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>District:</td>
<td></td>
</tr>
</tbody>
</table>

Key Contact:

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td></td>
</tr>
</tbody>
</table>

Use the “Title I Schoolwide Plan” section of the Office of Student and School Success Action Planning Handbook and this form to integrate your Title I Schoolwide Plan with your Indistar Action Plan.

Ensure each of the 10 Components on the following pages have been addressed, supplemental evidence has been uploaded, a minimum of one corresponding Indistar indicator for each applicable component (4,6,7,8,9) has been addressed in your Indistar Action Plan, and submit the form by February 28th, 2015.
Component 1—Comprehensive Needs Assessment: “A comprehensive needs assessment is the vehicle for clarifying the direction and the priority needs of the Title I, Part A Schoolwide model to improve student achievement.”

A. Reflect upon the following stem questions as you develop your Comprehensive Needs Assessment. Continually reference these stem questions as you address Components 2-9 and plan for corresponding indicators to support the needs of struggling students.

- How does your needs assessment integrate the quantitative and qualitative data of the current school year? Describe the gap analysis you developed.
- How does your comprehensive needs assessment provide an accurate and thorough view of your school?
- What strengths— instructional, programmatic, and operational— does your gap analysis of the data substantiate?
- What primary areas of concern does your gap analysis of the data substantiate?
- How will you use the results of your comprehensive needs assessment to develop reform strategies with the best chance to improve the academic performance of your students?

B. Check the applicable evidence you have to support this Component, and upload the evidence in the “Title I Schoolwide Plan – Comprehensive Needs Assessment” folder in your Indistar document upload feature:

- Results from external evaluation
- Results from internal evaluation
- Demographic overview
- Survey results — staff, student, parent and families
- Analysis of student outcomes over time for all students and subgroups
- Evidence of ongoing monitoring of your schoolwide program
- Other evidence that supports the needs assessment for your schoolwide plan

Component 2—Schoolwide Reform Strategies: “A description of effective methods and instructional strategies-based on scientifically based research-that provide opportunities for all children to meet the state’s academic achievement standards.”

A. Reflect upon the following stem questions to support the supplemental evidence you have to support this Component (item B. below).

Continually reference these stem questions as you develop SMART Goals for plans and associated tasks for corresponding Schoolwide Indicators (Components 4, 6, 7, 8, 9) to support the needs of struggling students.

- How did your comprehensive needs assessment—and the gap analyses you conducted—lead to the reform strategies you developed? Describe the role of data and research in the development of your reform strategies?
- How will you evaluate the effectiveness of these reform strategies?
- How will you know these reform strategies are successful?
- How will you make changes to your reform strategies, if they aren’t effective?
B. Check the applicable evidence you have to support this Component, and upload the evidence in the "Title I Schoolwide Plan - Schoolwide Reform Strategies" folder in your Indistar document upload feature:

- Description of your system of interventions
- Outline the research-based instructional strategies your teachers will put into practice
- Activity timeline
- Evidence that your curricula and instructional framework align to state standards
- Other evidence that supports the reform strategies that frame your schoolwide plan

Component 3—Instruction by Highly Qualified Staff: “A description of the procedures and activities that will ensure instruction will be provided by highly qualified staff.”

A. Reflect upon the following stem questions to support the supplemental evidence you have for this component (item B. below).

- Are highly qualified teachers assigned to instruct children who are at risk academically? How will you know that the instructional strategies you plan to integrate—delivered by highly qualified staff with deep content knowledge—have equipped your teachers to reach these children?
- How will you support your instructional staff: for example, professional development, help in the classroom, grade-level teams, technology training, peer coaching, professional learning communities.
- How will you monitor instructional quality? How will you make changes, if the need arises?
- How do the instructional practices of your teachers support the reform strategies you developed?
- How will the instructional practices of your highly qualified teachers support the reform strategies you plan to implement in the upcoming school year?

B. Check the applicable evidence you have to support this Component, and upload the evidence in the "Title I Schoolwide Plan – Instruction by Highly Qualified Staff" folder in your Indistar document upload feature:

- All teachers meet the highly qualified requirements of ESEA
- All paraeducators meet the qualifications of ESEA
- Other evidence that shows your highly qualified teachers are on a continuous path of improvement as educators

C. Check the box below to verify “The district has policies and practices in place that prevent ineffective teachers from transferring to schools that are required to implement turnaround efforts.” (District Indicator P2-B)

- District has uploaded evidence to their Indistar account to support this assurance.

Component 4-Professional Development Activities: “Professional development activities support the schoolwide goals and activities; section should include a professional development plan for the entire school.”

A. Check the corresponding Indicator(s) you’ve included in your Action Plan within Indistar:

- P2-IF12*: The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.
- P2-IF14*: The school sets goals for professional development and monitors the extent to which it has changed practice.

*Office of Student and School Success Expected Indicator
i. Ensure that the **objective you've written for the indicator** in your Indistar Action Plan connects to the reform strategies you’ve chosen to address reading, writing, and math, that it conveys how it leads to better teaching and better student outcomes, and that it is in SMART Goal format. For a SMART Goal Rubric to develop/assess the quality of your indicator's objective, [CLICK HERE](#).

ii. Reflect upon the following stem questions as you develop **tasks to implement the corresponding indicator(s)**:

- In your comprehensive needs assessment, what data supports the training and activities you chose for your professional development plan?
- How does this plan connect to the reform strategies you developed?
- How does your plan for professional development align to the needs of your teachers, who work with the students, who struggle to meet standard or who are capable of exceeding standard?
- How will you know that your PD plan improved the instructional quality of your teachers?
- How will your PD plan benefit the students you must support in Component 9—provide assistance to students experiencing difficulties?
- How will you make changes to your PD plan, if you need to modify what your teachers are doing?
- How are the Professional development activities in alignment to the needs of struggling students?

B. Check the applicable evidence you have to support this Component, and upload the evidence in the "**Title I Schoolwide Plan – Professional Development**" folder in your Indistar document upload feature:

- List the professional development activities your teachers will attend
- Other evidence that supports your professional development plan for Component 4

---

Component 5—Attract and Retain High-Quality, Highly Qualified Teachers: “Strategies used to attract high-quality, highly qualified staff to work with the most-at-risk students.”

A. Reflect upon the following stem questions to support the supplemental evidence you have for this component (item B. below).

- Based on your comprehensive needs assessment, how does your human resources department support the need to attract and retain highly qualified teachers?
- How do these methods connect to the reform strategies you developed?
- How will you know these methods have worked?
- How will you make changes to your district’s strategies to attract and retain highly qualified teachers, if you are not on track to meet the goals you set for this Component?
- How will you ensure that your school is staffed sustainably by highly-qualified teachers? How do these activities connect to the reform strategies you have chosen?

B. Check the applicable evidence you have to support this Component, and upload the evidence in the "**Title I Schoolwide Plan - Attract and Retain High-Quality, Highly Qualified Teachers**" folder in your Indistar document upload feature:

- List of activities that relate to teacher recruitment
- District- and school-level strategies to attract and retain highly qualified teachers?
- Other evidence that supports the approach and methods you use to attract and retain highly qualified teachers
C. Check the box below to verify the “District has policies and practices in place to ensure highly qualified teachers are recruited, placed, and retained to support the transformation and turnaround efforts” (District Indicator P2-A)

☐ District has uploaded evidence to their Indistar account to support this assurance.

Component 6—Strategies to Increase Parent/Family Involvement: “Strategies to increase meaningful parent/family involvement that will lead to improved student achievement.”

A. Check the Indicator(s) you’ve included in your Action Plan within Indistar.

☐ P3-IVD02: The school provides opportunities for members of the school community to meet for purposes related to students’ learning.

☐ P4-IIIB06: All teachers systematically report to parents (families) the student’s mastery of specific standards-based objectives (in plain language that allows for understanding).

☐ P7-IVA01*: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations

☐ P7-IVA04*: The school’s Compact includes responsibilities (expectations that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).

*Office of Student and School Success Expected Indicator

i. Ensure that the objective you’ve written for the indicator(s) in your Indistar Action Plan connects to the reform strategies you’ve chosen to address reading, writing, and math, indicates how you will build greater parent/family involvement, and that it is in SMART Goal format. For a SMART Goal Rubric to develop/assess the quality of your indicator’s objective, CLICK HERE.

ii. Reflect upon the following stem questions as you develop tasks to implement the corresponding indicator(s):

• How does your plan to increase parent and family involvement connect to the reform strategies you developed?

• In your comprehensive needs assessment, what data supports the methods you chose to increase parent and family involvement?

• How will you know these methods have worked?

• How will you make changes to your approach and methods if you find that parent and family involvement has not increased?

• How do your strategies to increase parent and family involvement support Component 7—transition plans for preschools and between grade levels?

• How will your strategies to increase parent and family involvement help the students you must support in Component 9—provide assistance to students experiencing difficulty?

B. Check the applicable evidence you have to support this Component, and upload the evidence in the "Title I Schoolwide Plan – Strategies to Increase Parent/Family Involvement" folder in your Indistar document upload feature:

☐ Description of local partnerships that promote and increase parent/family involvement

☐ Other evidence that supports the approach and programming you use to build and sustain parent and family
Component 7—Transition Plans for Preschools and Between Grade Levels: “Description of how you will assist all district programs in transition between programs and schools.”

A. Check the Indicator you’ve included in your Action Plan within Indistar.

☐ P5-IID07: The Leadership Team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).

i. Ensure that the objective you’ve written for the indicator in your Indistar Action Plan connects to the reform strategies you’ve chosen to address reading, writing, and math, that it conveys how you will help children transition successfully from one setting to the next, and that it is in SMART Goal format. For a SMART Goal Rubric to develop/assess the quality of your indicator’s objective, CLICK HERE.

ii. Reflect upon the following stem questions as you develop tasks to implement the corresponding indicator(s):

   - How do these methods to transition students connect to the reform strategies you developed?
   - In your comprehensive needs assessment, what data supports the methods you chose to transition at-risk children from pre-school to kindergarten and between grade levels?
   - How will you know these methods have worked?
   - How will you make changes, if these methods are not effective through the transition process?
   - How do your strategies to transition students from preschool to public school and between grade levels support Component 6—strategies to increase parent and family involvement?

B. Check the applicable evidence you have to support this Component, and upload the evidence in the "Title I Schoolwide Plan – Transition Plans for Preschools and between Grade Levels" folder in your Indistar document upload feature:

☐ Transition plan for early childhood and expected outcomes
☐ District and school transition plans, and expected outcomes
☐ Other evidence that supports the plans that will transition students from preschool into elementary and between grade levels

Component 8—Teachers Included in Assessment Decisions: “Description of how teachers are assisting in decisions regarding the use of additional assessments to improve student performance.”

A. Check the Indicator(s) you’ve included in your Action Plan within Indistar.

☐ P3-IVD05*: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications
☐ P4-IIA02: Units of instruction include standards-based objectives and criteria for mastery
☐ P5-IID05: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data

*Office of Student and School Success Expected Indicator
i. Ensure that the **objective you’ve written for the indicator in your Indistar Action Plan** connects to the reform strategies you’ve chosen to address reading, writing, and math, that it indicates the strategies and practices you will undertake to make sure teachers are able to make decisions related to instruction and intervention, that it is based on both formative and summative assessment data, and that it is in SMART Goal format. *For a SMART Goal Rubric to develop/assess the quality of your indicator’s objective, [CLICK HERE](#).*

ii. Reflect upon the following stem questions as you develop **tasks to implement the corresponding indicator(s):**

- In your comprehensive needs assessment, what data supports the need to bring your teachers into the development, analysis and decision-making process that leads to 1) actionable formative and summative assessment data, and 2) the ability to meet the individual learning needs of struggling learners?
- How do the methods you have chosen to include teachers in assessment decisions connect to the reform strategies you developed?
- How will you know that your strategies to include teachers in assessment decisions have worked?
- How do your strategies to include teachers in assessment decisions support Component 4—*professional development*?
- How will your strategies to include teachers in assessment decisions help the students you must support in Component 9—*provide assistance to students experiencing difficulty*?
- How will you make changes to your approach and methods, if they are not on track to include teachers meaningfully in assessment decisions?

B. Check the applicable evidence you have to support this Component, and upload the evidence in the *“Title I Schoolwide Plan – Teachers Included in Assessment Decisions”* folder in your Indistar document upload feature:

- □ Review and analysis of student needs by your instructional/leadership teams
- □ Evidence of how you analyze assessment data
- □ Document how you monitor student progress
- □ Evidence of accountability: who is responsible for results and ongoing improvement?
- □ Other evidence that supports the strategies you employ to include teachers in instructional and assessment decisions

Component 9—Provide Assistance to Students Experiencing Difficulty: *“Strategies for providing timely, additional assistance to students experiencing difficulties mastering standards.”*

A. Check the Indicator(s) you’ve included in your Action Plan within Indistar.

- □ P1-ID11: Teachers are organized into grade-level, grade-level cluster, or subject-area instructional Teams.
- □ P4-IIIA07*: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
- □ P5-IIID11: Instructional teams review the results of the unit pre-/post-tests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in needs of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives)
Office of Student and School Success Expected Indicator

i. Ensure that the **objective you've written for the indicator in your Indistar Action Plan** connects to the reform strategies you’ve chosen to address reading, writing, and math, that it indicates the strategies, interventions, and best practices you will implement to help struggling learners reach standard, and that it is in SMART Goal Format. For a SMART Goal Rubric to develop/assess the quality of your indicator’s objective, [CLICK HERE](#).

ii. Reflect upon the following stem questions as you develop **tasks to implement the corresponding indicator(s)**:

- In your comprehensive needs assessment, what data identifies students unable to meet standard? What student data did you use to indicate areas of specific need in these at-risk students?
- How do the strategies you chose to support children at risk connect to the reform strategies you developed?
- How will you know that your strategies to support struggling learners have succeeded?
- How will you make changes to the strategies you chose to support struggling learners, if you are not improving outcomes for these students?

B. Check the applicable evidence you have to support this Component, and upload the evidence in the "Title I Schoolwide Plan – Provide Assistance to Students Experiencing Difficulty" folder in your Indistar document upload feature:

- Process description: how you determined student needs
- Describe the multi-tiered intervention systems in service at your school
- Document the opportunities you provide for extended learning
- Other evidence that documents how your supplemental programming supports struggling learners

Number 10-Coordination and Integration of Federal, State and local services

A. Reflect upon the following stem questions when determining which programs to combine.

- How will you leverage the allowable combined funds to strengthen and support your schoolwide plan?
- How will you make the most of the human resources available in your school and district to maximize the positive impact of your schoolwide program?
- How does your plan to combine funds connect to the reform strategies you developed?

B. Check the box below to indicate you have completed the budget matrix listing allowable combined fiscal resources and upload it to the “Title I Schoolwide Plan – Coordination and Integration of Federal, State, and Local Services” folder in your Indistar document upload feature. For a budget matrix template, [CLICK HERE](#).

- Budget matrix listing allowable combined resources has been completed

**Sample Plan Illustrating How to Combine Funds in Schoolwide Plan (Component 10)**
<table>
<thead>
<tr>
<th>Program</th>
<th>Amount Available</th>
<th>How the Intents and Purposes of the Program will be Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Education and Local Levy</td>
<td>$1,719,026</td>
<td>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</td>
</tr>
<tr>
<td>Title I, Part A</td>
<td>$269,477</td>
<td>To help students at the greatest risk of not meeting state standards in reading, language arts, math, and science in grades Kindergarten through 12. Funds may also be used for preschool programs.</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>$33,118</td>
<td>To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified.</td>
</tr>
<tr>
<td>Title III</td>
<td>$17,855</td>
<td>To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</td>
</tr>
<tr>
<td>Total</td>
<td><strong>$2,039,476</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Template Matrix for Combining Funds to Support Our Schoolwide Program (Component 10)**

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount Available</th>
<th>How the Intents and Purposes of the Program will be Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Levy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G: Supporting Document for Title I Targeted Assistance Plan

Required Components Checklist of Evidence/Actions

<table>
<thead>
<tr>
<th>School:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>District:</td>
<td></td>
</tr>
</tbody>
</table>

Key Contact:

| Name: |  |
| Title: |  |
| Email: |  |
| Phone: |  |

Use Section V and this form to integrate your Title I Targeted Assistance Plan with your Indistar Student and School Success Action Plan.

Ensure each of the 8 Components on the following pages has been addressed, supplemental evidence has been uploaded, and a minimum of one corresponding Indistar indicator per Component has been addressed in your action plan on Indistar®. Submit the form by February 28, 2015.
Component 1—Academic Achievement Standards: Ensure that Title I, Part A resources help participating children to meet the state’s academic achievement standards expected for all children.

A. Check the Indicator(s) you’ve included in your Action Plan within Indistar:

- [ ] P1-ID03 All teams have written statements of purpose and by-laws for their operation.
- [ ] P3-IVD02 The school provides opportunities for members of the school community to meet for purposes related to students’ learning.
- [ ] P3-IVD04 The school ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development.

I. Ensure that the **objective you’ve written for the indicator** in your Indistar Action Plan connects to the reform strategies you’ve chosen to address reading, writing, and math and that it is in SMART Goal format. For a SMART Goal Rubric to develop/assess the quality of your indicator’s objective, **CLICK HERE**.

ii. Reflect upon the following stem questions as you develop **tasks to implement the corresponding indicator(s):**

- In your school, what data identifies students unable to meet standard? What data did you use to indicate areas of specific need in these at-risk students?
- How will you know that your strategies to support struggling learners have succeeded?
- How do your strategies to support children at risk not to meet standard connect with Component 6—**professional development**?
- How do your strategies to support children at risk not to meet standard connect with Component 4—**support basic education and transition from pre-school to elementary**?
- How will you make changes to the services you provide to support struggling learners, if you are not improving outcomes for these students?

B. Check the applicable evidence you have to support this Component, and upload the evidence in a folder you create titled **“Targeted Assistance Plan – Component 1”** in your Indistar document upload feature:

- [ ] Process description: how you determined student needs
- [ ] Describe the multi-tiered intervention systems in service at your school
- [ ] Document the opportunities you provide for extended learning
- [ ] Other evidence that documents how your supplemental programming supports struggling learners
Component 2-Planning for Students: Incorporate planning for students served under Title I, Part A within the school plan

A. Check the Indicator(s) you’ve included in your Action Plan within Indistar:

- P1-ID10
  The school’s Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

- P3-IVD05 *
  The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.

- P3-IVD06*
  The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.

*Office of Student and School Success Expected Indicator

i. Ensure that the **objective you’ve written for the indicator** in your Indistar Action Plan connects to the reform strategies you’ve chosen to address reading, writing, and math and that it is in SMART Goal format. For a SMART Goal Rubric to develop/assess the quality of your indicator’s objective, [CLICK HERE](#).

ii. Reflect upon the following stem questions as you develop **tasks to implement the corresponding indicator(s):**

  - How do the supplemental instruction and interventions you provide with targeted assistance integrate into your school improvement plan.
  - How will you evaluate the effectiveness of these interventions and supplemental opportunities for instruction?
  - How will you know the services you provide through targeted assistance are successful?
  - How will you make changes if they aren’t effective?

B. Check the applicable evidence you have to support this Component, and upload the evidence in a folder you create titled the "**Title I Targeted Assistance Plan – Component 2**" in your Indistar document upload feature:

- Evidence that the curricula and instructional framework in your school improvement plan align to state standards
- Activity timeline
- Other evidence that supports your plan for targeted assistance within the school improvement plan
Component 3—Effective methods and Instructional Strategies: Use effective methods and instructional strategies based on scientific research that strengthen the core academic program of the school

A. Check the Indicator you’ve included in your Action Plan within Indistar:

- [ ] P4-IIA03* The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on student needs.
- [ ] P4-III A07* All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

*Office of Student and School Success Expected Indicator

i. Ensure that the **objective you’ve written for the indicator** in your Indistar Action Plan connects to the reform strategies you’ve chosen to address reading, writing, and math and that it is in SMART Goal format. For a SMART Goal Rubric to develop/assess the quality of your indicator’s objective, CLICK HERE.

ii. Reflect upon the following stem questions as you develop **tasks to implement the corresponding indicator**:

- How will you know that the instructional strategies you plan to integrate have reached the children most at risk not to meet state standard?

- How do the instructional practices your teachers employ to improve the academic outcomes of students who receive targeted assistance support the core education programming you provide?

- How will you support your instructional staff assigned to students who receive targeted assistance—for example, professional development, help in the classroom, grade-level teams, technology training, peer coaching, and professional learning communities?

- How will you monitor instructional quality? How will you make changes, if the need arises?

B. Check the applicable evidence you have to support this Component, and upload the evidence in a folder you create titled **“Title I Targeted Assistance Plan – Component 3”** in your Indistar document upload feature:

- [ ] Outline the research-based instructional strategies your teachers will put into practice
- [ ] Other evidence that documents how your instructional framework and practices supports students who receive targeted assistance
Component 4—Coordinate and Support Regular Education Program: Coordinate and support the regular education program—could include services for transition from preschool to elementary and between grade levels

A. Check the Indicator you’ve included in your Action Plan within Indistar:

☐ P5-IID07 Leadership team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school, for example elementary to middle level.

☐ P5-IID08* Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

☐ P5-IID12* All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.

*Office of Student and School Success Expected Indicator

i. Ensure that the objective you’ve written for the indicator in your Indistar Action Plan connects to the reform strategies you’ve chosen to address reading, writing, and math and that it is in SMART Goal format. For a SMART Goal Rubric to develop/assess the quality of your indicator’s objective, click here.

ii. Reflect upon the following stem questions as you develop tasks to implement the corresponding indicator:

- How do you identify children at risk not to transition successfully from pre-school to an elementary program? What data did you use?
- How will you make changes to the targeted assistance services you deliver, if these interventions do not improve student outcomes?
- How will you make changes to the targeted assistance services you deliver, if these interventions prove unsuccessful for students who must transition from preschool to elementary?
- How do your strategies to transition students from preschool to public school support Component 7—strategies to increase parent and family involvement?

B. Check the applicable evidence you have to support this Component, and upload the evidence in a folder you created titled “Title I Targeted Assistance Plan – Component 4” in your Indistar document upload feature:

☐ Transition plan for early childhood and expected outcomes
☐ District and school transition plans, and expected outcomes
☐ Other evidence that supports the plans that will transition students from preschool into elementary and between grade levels
Component 5—Highly Qualified Staff: Instruction by highly qualified teachers and paraeducators

A. Check the Indicator(s) you’ve included in your Action Plan within Indistar:

☐ PI-IE06* The principal keeps a focus on instructional improvement and student learning outcomes.

☐ PI-IE07 The principal monitors curriculum and classroom instruction regularly.

☐ PI-ID12 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.

i. Ensure that the **objective you’ve written for the indicator** in your Indistar Action Plan connects to the reform strategies you’ve chosen to address reading, writing, and math and that it is in SMART Goal format. For a SMART Goal Rubric to develop/assess the quality of your indicator’s objective, **CLICK HERE**.

ii. Reflect upon the following stem questions as you develop **tasks to implement the corresponding indicator(s):**

- How will the instructional practices of your highly qualified teachers support the reform strategies you plan to implement in the upcoming school year?
- Are highly qualified teachers assigned to instruct children who are at risk academically? How will you know that the instructional strategies you plan to integrate—delivered by highly qualified staff with deep content knowledge—have equipped your teachers to reach these children?
- How will you support your instructional staff: for example, professional development, help in the classroom, grade-level teams, technology training, peer coaching, professional learning communities.
- How will you monitor instructional quality? How will you make changes, if the need arises?

B. Check the applicable evidence you have to support this Component, and upload the evidence a folder you create titled **“Title I Targeted Assistance Plan – Component 5”** in your Indistar document upload feature:

☐ All teachers meet the highly qualified requirements of ESEA

☐ All paraeducators meet the qualifications of ESEA

☐ Other evidence that shows your highly qualified teachers are on a continuous path of improvement as educators
Component 6—Professional Development: Provide opportunities for professional development

A. Check the Indicator(s) you’ve included in your Action Plan within Indistar.

- P2-IF11* Professional development is aligned with identified needs based on staff evaluation and student performance.
- P2-IF12* School provides all staff high quality, ongoing, job-embedded, and differentiated professional development
- P2-IF14* School sets goals for professional development and monitors the extent to which it has changed practice

*Office of Student and School Success Expected Indicator

i. Ensure that the **objective you’ve written for the indicator** in your Indistar Action Plan connects to the reform strategies you’ve chosen to address reading, writing, and math and that it is in SMART Goal format. For a SMART Goal Rubric to develop/assess the quality of your indicator’s objective, [CLICK HERE](#).

ii. Reflect upon the following stem questions as you develop **tasks to implement the corresponding indicator(s):**

- How are the professional development activities in alignment to the needs of struggling students on the rank list of students served?
- How do the opportunities for professional development you plan to provide align to the needs of teachers who work with students who receive targeted assistance?
- How will you know that the PD opportunities you provided have improved the instructional quality of teachers who work with the students who receive targeted assistance?
- How will this professional development benefit the students you must support in Component 1—help for participating children to meet the state’s achievement standards?
- How will you make changes to your PD approach, if you need to modify what your teachers are doing?

B. Check the applicable evidence you have to support this Component, and upload the evidence in a folder you create titled "Title I Targeted Assistance Plan – Component 6" in your Indistar document upload feature:

- List the professional development activities your teachers will attend
- Other evidence that supports your professional development plan for Component 6
Component 7—Parent Involvement: Provide strategies to increase parent involvement

A. Check the Indicator(s) you’ve included in your Action Plan within Indistar.

- Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.
  
P7-IVA01*

- The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.
  
P7-IVA02*

- The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).
  
P7-IVA04*

*Office of Student and School Success Expected Indicator

I. Ensure that the objective you’ve written for the indicator in your Indistar Action Plan connects to the reform strategies you’ve chosen to address reading, writing, and math and that it is in SMART Goal format. For a SMART Goal Rubric to develop/assess the quality of your indicator’s objective, CLICK HERE.

ii. Reflect upon the following stem questions as you develop tasks to implement the corresponding indicator(s):

- How does your plan to increase parent and family involvement connect to the reform strategies you developed?
- Describe briefly the primary Components of your parent involvement programming. How will you know these activities and outreach have increased parent involvement—what data will you use?
- How will you make changes to your approach and methods, if you find that parent and family involvement has not increased?
- How do your strategies to increase parent and family involvement support Component 4—transition plans for preschools and between grade levels?
- How will your strategies to increase parent and family involvement help the students you must support in Component 1—ensure that Title I, Part A resources help participating children to meet the state’s academic achievement standards expected for all children?

B. Check the applicable evidence you have to support this Component, and upload the evidence in a folder you create titled “Title I Targeted Assistance Plan – Component 7” in your Indistar document upload feature:

- Description of local partnerships that promote and increase parent/family involvement
- Other evidence that supports the approach and programming you use to build and sustain parent and family involvement
Component 8-Federal, State, and Local Services: Coordinate and integrate federal, state and local services and programs

A. Check the Indicator you’ve included in your Action Plan within Indistar.

☐ P3-IVD03   The school creates and sustains partnerships to support extended learning.

i. Ensure that the **objective you’ve written for the indicator** in your Indistar Action Plan connects to the reform strategies you’ve chosen to address reading, writing, and math and that it is in SMART Goal format. **[For a SMART Goal Rubric to develop/assess the quality of your indicator’s objective, CLICK HERE.]**

ii. Reflect upon the following stem questions as you develop **tasks to implement the corresponding indicator:**

- How will you leverage multiple sources of academic support and funding to strengthen the educational programming at your school?
- How will you coordinate and integrate federal, state and local services to strengthen and support the services you deliver through targeted assistance?

B. Check the applicable evidence you have to support this Component, and upload the evidence in a folder you created titled *Title I Targeted Assistance Plan – Component 8* in your Indistar document upload feature:

☐ Funding amounts for each resource
☐ Purpose of each fund source relative to the Title I, Part A services you deliver
☐ Other evidence that documents how you combine funds to enrich and strengthen your Title I, Part A service delivery
Appendix H. ESEA AYP School Improvement Plan Required Component and Indistar® School-Level Expected Indicator Alignment

This section supports Title I Priority and Focus schools that are also in a step of improvement to use Indistar® to address requirements for Priority and Focus schools AND for schools in a step of improvement. The section begins with descriptions of the requirements for schools in Steps 1 through 5 of improvement and their districts. A table showing specific steps to address school improvement requirements in an Indistar® Action Plan follows.

I. Schools in a Step of Improvement – Requirements for Schools and Their Districts
   • Step 1 of School Improvement
     School Requirements: Fourteen days before school starts, schools that receive Title I funds must notify the families of enrolled students about the opportunity to transfer their student to another school in the same district that is not identified for school improvement. Letters must be sent even if there is not an option for transfer. The letter must explain that there is no option. The school must also develop or revise its school improvement plan. The plan must be completed no later than three months after the school is identified for school improvement.

     District Requirements: Districts must use up to an amount equivalent to 20 percent of their Title I, Part A budget (unless a lesser amount is needed) to fund public school choice. Transportation costs (within federal parameters) must be covered by the district for families exercising this option. Districts must set-aside 10% of Title I, Part A building allocation for professional development for each fiscal year that the school is in improvement, for the purpose of providing the school’s teachers and principal high-quality professional development that directly identifies the academic achievement problem that caused the school to be identified for school improvement.

   • Step 2 of School Improvement
     School Requirements: Schools in this step, of school improvement must continue school improvement planning. The school must also develop or revise its school improvement plan. The plan must be completed no later than three months after the school is identified for school improvement.

     District Requirements: The district must continue to offer public school choice and must also provide supplemental educational services (SES) to low-income students (e.g., qualify for free/reduced lunch) who are considered low achieving. Parents select SES providers from OSPI’s state-approved list of SES providers. Districts must use an amount equivalent to 20 percent of their Title I budget (unless a lesser amount is needed and the district has approval from OSPI to reallocate the set-aside) to fund Public School Choice and SES. Districts must set-aside 10% of Title I, Part A building allocation for professional development for each fiscal year that the school is in improvement, for the purpose of providing the school’s teachers and principal high-quality professional development that directly identifies the academic achievement problem that caused the school to be identified for school improvement.

   • Step 3 of School Improvement: Corrective Action Plan
     School Requirements: Schools in this step, of school improvement must continue school improvement planning. Districts with schools in Step 3 (“Corrective Action”) must select at least one of the following options (and identify their own actions):
     • Make curriculum and instruction changes to improve student learning.
     • Appoint outside experts to work to advise the school on revising and implementing the school plan.
     • Extend the school year or school day.
The school must revise the school improvement plan. The plan must include a description of the corrective action the school has instituted and how this action will lead to student success on the state’s assessment measures. The plan must be completed no later than three months after the school is identified for school improvement.

District Requirements: In addition to taking a corrective action, the district must continue to offer public school choice and supplemental educational services. Districts must set-aside 10% of Title I, Part A building allocation for professional development for each fiscal year that the school is in improvement, for the purpose of providing the school’s teachers and principal high-quality professional development that directly identifies the academic achievement problem that caused the school to be identified for school improvement.

- **Step 4 of School Improvement: Restructuring Plan**

  **School and District Requirements:** In this step, school districts are required to address “school restructuring” which means a major reorganization of the school’s governance. The district has one year to prepare a restructuring plan. Parents and teachers must be provided information that the school has entered Step 4 and provided the opportunity to comment on the proposed restructuring actions and assist in the development of the restructuring plan.

  The plan must be implemented and instituted no later than the beginning of the following school year, whether or not the school has moved into Step 5.

  The restructuring plan needs to include at least one of the following three actions:
  - Replace school staff members, which may include the school principal, who are relevant to the school's inability to meet standards.
  - Enter into a contract with an outside entity with a demonstrated record of effectiveness to operate the school.
  - Implement other restructuring activities that are consistent with the principles of restructuring.

  **Additional District Requirements:** The district must provide technical assistance that emphasizes (a) the importance of improving instruction by using strategies grounded in scientifically-based research so that all students achieve proficiency in the core academic subjects of reading and mathematics, and (b) the importance of analyzing and applying data in decision-making. The district must also continue to offer public school choice and SES to all eligible students. Districts must set-aside 10% of Title I, Part A building allocation for professional development for each fiscal year that the school is in improvement, for the purpose of providing the school’s teachers and principal high-quality professional development that directly identifies the academic achievement problem that caused the school to be identified for school improvement.

- **Step 5 of School Improvement: Restructuring School**

  **School and District Requirements:** In this step, the district must ensure that the school in Step 5 has implemented the school’s restructuring plan.

  **Additional District Requirements:** The district must also continue to offer public school choice and SES to all eligible students. Districts must set-aside 10% of Title I, Part A building allocation for professional development for each fiscal year that the school is in improvement, for the purpose of providing the
school’s teachers and principal high-quality professional development that directly identifies the academic achievement problem that caused the school to be identified for school improvement.

II. Addressing ESEA/AYP School Improvement Plan Requirements in Indistar® Action Plans

The table below describes alignment between the requirements for ESEA-AYP School Improvement Plans (Column 1) and corresponding Indistar® actions (Column 2).

<table>
<thead>
<tr>
<th>ESEA-AYP School Improvement Plan Requirement</th>
<th>Steps to address ESEA-AYP School Improvement Plan Requirement in your Indistar® Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify the implementation responsibilities of the school, the LEA, and the SEA serving the school under the plan.</td>
<td>Specify the implementation responsibilities of each entity (school, district, and OSPI) within the written objective of each Expected Indicator in your Action Plan.</td>
</tr>
<tr>
<td>Directly address the academic achievement problem that caused the school to be identified for improvement.</td>
<td>Directly address the academic achievement problem that caused the school to be identified for improvement [such as reading and/or math proficiency for student group(s)] within the written objective of each Expected Indicator in your Action Plan.</td>
</tr>
</tbody>
</table>
| Incorporate strategies to promote high quality professional development and Incorporate a teacher mentoring program. §1116(b)(3)(A); §200.41 | Ensure that a minimum of one of the following Expected Indicators is active in your Action Plan and that the written objective is in S.M.A.R.T. Goal format:  
-P2-IF11: Professional development is aligned with identified needs based on staff evaluation and student performance. (Instructional Framework, CCSS, Multi-Tiered Framework)  
-P2-IF12: School provides all staff high-quality, ongoing, job-embedded, differentiated professional development. (Instructional Framework, CCSS, Multi-Tiered Framework)  
-P2-IF14: The school sets goals for Professional Development and monitors the extent to which staff has changed practice. (Instructional Framework, CCSS, Multi-Tiered Framework) |
| Adopt policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in school will meet the State’s proficiency level of achievement. | Ensure that all adopted policies and practices concerning the school’s core academic subjects are identified within the written objective of all relevant Expected Indicators in your Action Plan. |
| Establish specific, annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school. | Ensure that all specific annual measurable objectives are identified within the written objective of each Expected Indicator in your Action Plan. |
Include strategies to promote effective parental involvement in the school.

Ensure that each of these three (3) Expected Indicators is active in your Action Plan and that the written objective is in S.M.A.R.T. Goal format. If an indicator below has been fully implemented, ensure you provide evidence that the objective has been fully and effectively implemented as well as indicate what work will be necessary to sustain your efforts to continue to meet the objective.

- P7-IVA02: The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families) and students.

- P7-IVA04: The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).

- P7-IVA13: The LEA (district)/School has engaged parents and community in transformation process.

Incorporate, as appropriate, activities before school, after school, during the summer, and during the extension of the school year.

Ensure that this indicator is active in your Action Plan and that the written objective is in S.M.A.R.T. Goal format. If this indicator has been fully implemented, ensure you provide evidence that the objective has been fully and effectively implemented as well as indicate what work will be necessary to sustain your efforts to continue to meet the objective.

- P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (Multi-Tiered Framework)

As indicated above, three of the seven ESEA-AYP School Improvement Plan required components have corresponding Indistar® indicators; the remaining four components do not. To assist with AYP compliance, leaders from OSSS and Title I, Part A developed a web form called “ESEA-AYP School Improvement Plan Checklist” to be completed and submitted in Indistar® by February 28, 2015. The web form is located under the Complete Forms Tab in Indistar®. The submit button is located under the Submit Forms/Reports tab on the same dashboard.