



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Accountability Design Review and Discussion	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Does the accountability system design presented by OSPI align with the guiding principles articulated by the SBE in proposed amended rules to WAC 180-17? How are the concerns of the Board expressed in the December 10, 2013 letter addressed in the accountability system design?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>OSPI submitted the system design to the Board at the November 2013 Board meeting. The Board responded with a letter sent to Superintendent Dorn dated December 10, 2013, included in this packet, summarizing its concerns and additional questions. This letter meets the requirement of E2SSB 5329 that the SBE shall “recommend approval or modification of the system design to the superintendent no later than January 1, 2014.” The Office of Student and School Success will present to the SBE again at the January 2014 meeting, with consideration of the questions and concerns addressed in the letter.</p>	



ACCOUNTABILITY SYSTEM DESIGN REVIEW AND DISCUSSION

Policy Consideration

The Office of the Superintendent of Public Instruction's (OSPI) Office of Student and School Success presented on the accountability system design at the November 2013 State Board of Education (SBE) meeting. The SBE had the opportunity to ask questions about the system design and discuss the system design as a board. On the basis of the discussion, the Board drafted and sent a letter (included in this meeting packet) to the Superintendent of Public Instruction on December 10, 2013. This letter meets the requirement of E2SSB 5329 that the SBE shall "recommend approval or modification of the system design to the superintendent no later than January 1, 2014." The Office of Student and School Success will present to the SBE again at the January 2014 meeting, with consideration of the questions and concerns addressed in the letter. Key questions may include:

- Does the accountability system design presented by OSPI align with the guiding principles articulated by the SBE in proposed amended rules to WAC 180-17?
- How are the concerns of the Board expressed in the December 10, 2013 letter addressed in the accountability system design?

Background

E2SSB 5329 gave the SBE and OSPI new responsibilities in the state school accountability system. Major components of the legislation include:

- Elimination of Title-eligibility as the state criterion for services
- Extending school improvement models beyond the federal models
- Establishing Level II required action

A responsibility of the SBE in the legislation is to propose rules for an accountability framework. Based on the on the framework, OSPI's responsibility is to create an accountability system design, "a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance, and, if necessary, requiring intervention in schools and school districts." Section 12 of the bill calls for OSPI to submit the system design to the SBE for review, and for the SBE to provide a recommendation of approval or modifications to the Superintendent of Public Instruction by January 1, 2014. OSPI submitted the system design to the Board at the November 2013 Board meeting. The Board responded with a letter sent to Superintendent Dorn dated December 10, 2013, included in this packet, summarizing its concerns and additional questions.

The SBE accountability framework is expressed in the guiding principles of SBE's draft accountability framework rules. At its November 2013 meeting, the Board approved moving forward with publication of draft rules for a public hearing. The draft rules are included in a separate section of this Board meeting packet. A public hearing on the draft rules will take place at this Board meeting on January 8, 2014. The Board approved moving forward at the November 2013 meeting.

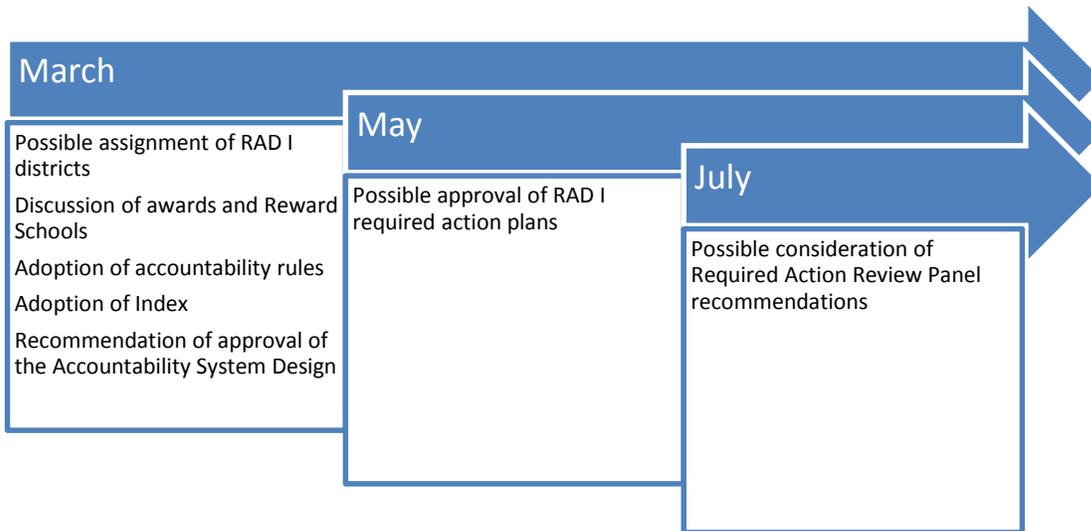
Action

No action at this time. The Board may consider approval of a letter recommending the system design at the March 2014 meeting.

Next Steps:

Level I Required Action Districts (RAD I) will not be recommended by OSPI to the SBE at the January 2014 Board meeting. This is because the Index has not yet been finalized, and it will be important to see how potential RAD I schools fall within the Index prior to making a RAD designation. OSPI may recommend schools for RAD I at the March board meeting. Potential candidates for RAD I would be from the SIG cohort I and other Priority-range schools who were not SIG schools but have been in the lowest five percent.

Figure 1: Anticipated Accountability System Board Activities for the Next Board Meetings





THE WASHINGTON STATE BOARD OF EDUCATION

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December 10, 2013

Randy Dorn
Superintendent of Public Instruction
Office of the Superintendent of Public Instruction
600 Washington Street SE
Olympia, WA 98504

Dear Superintendent Dorn:

At the November 14, 2013, State Board of Education (SBE) meeting, Mr. Andy Kelly, Ms. Chriss Burgess, and Mr. Travis Campbell, presented on the accountability system design to the SBE. The Board is encouraged by the major advances made in the development of an accountability system. Mr. Kelly and his team bring a renewed enthusiasm and focus to the task of helping our struggling schools succeed. However, the system design presented to the Board in November leaves many unanswered questions that we believe need further clarity to demonstrate our public readiness for the task ahead.

In speaking with the members, there was a common theme of comments – the system design presentation was strong on inspiration, but did not provide an overarching structure that Board members could grasp. Therefore, on behalf of the Board, I am sending this letter in accordance with our statutory responsibility under SB 5329 to recommend “approval or modifications of the system design by January 1, 2014.” These recommendations are submitted in the spirit of an iterative, on-going collaboration. The Board anticipates a final accountability system design, with consideration of SBE recommendations, will be presented at the March 2014 Board meeting.

The SBE recommends the accountability system design incorporate detailed explanations of the following:

1) The over-arching business strategy

Fair implementation of the accountability system design requires a clear articulation of the business strategy or theory of action for the system. The materials provided to the board on the theory of action showed how the system identifies and addresses the needs of schools but board members felt the materials were not as clear as they could be in articulating the overarching structure of the system.

- What are the operating assumptions of the system design?
- What are the expectations that particular actions will result in specific changes?
- How will activities vary for different types of school designations—priority, focus, Level I Required Action, and Level II Required Action?

2) Resource allocation strategy

State resources were made available under E2SSB 5329. Additional federal School Improvement Grant funds have also become available. A key part of the system design is

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds • Isabel Munoz-Colon • Kevin Lavery • Phyllis Bunker Frank • Elias Ulmer • Bob Hughes
Mara Childs • Cynthia McMullen JD • Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier
Randy Dorn, *Superintendent of Public Instruction*

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addressing how to distribute state and federal funds and resources between Title and non-Title schools in need of improvement.

- How will OSPI identify the number of schools that can be served within existing resources?
- How will personnel resources across OSPI, ESDs and districts be deployed?
- How will funds be allocated? Will OSPI attempt to invest heavily in a relatively smaller number of schools, or provide smaller amounts of financial assistance to a broader number of schools?

3) Differentiated actions taken at each level of support

The Board appreciates the significant efforts of the Office of Student and School Success in consideration of creating customized actions suited to the needs of individual schools. But what are the differentiated levels of support called for in E2SSB 5329?

- What specific supports will be available for each level depicted in the accountability system pyramid diagram: 1) individual local school and district improvement planning; 2) challenged schools in need of improvement; 3) Level I required action; and, 4) Level II required action?
- What expectations will there be of schools at each level?

4) Plan for sustainability

A concern of the Board is making sure progress continues after a school exits the status that afforded the school extra services and resources.

- How will schools exit the different designations within 'challenged schools in need of improvement'—how will adequate progress be determined and over what period of time?
- How will OSPI engage with districts to ensure the capacity to sustain progress?

5) Development of action plans

Development of a rigorous action plan suited to an individual school is critical to engendering authentic positive change. The SBE has a particular interest in action plans because of the Board's responsibility in approving Level I and Level II Required Action Plans.

- What happens in-between the annual school standardized assessment results and analysis—how will interim assessment and monitoring be used to verify the plan is addressing needs, and inform changing the plan if it is warranted?
- How will guidance on plan development incorporate consideration of federal and state intervention models?
- How will the use of Indistar help the development and implementation of action plans?

The SBE looks forward to continuing discussion of the state accountability system at the next Board meeting in January 2013.

Sincerely,


Dr. Kristina L. Mayer
Chair

cc: Andy Kelly, OSPI



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

December 24, 2013

Dr. Kristina Mayer, Chair
The Washington State Board of Education
Old Capitol Building
600 Washington Street SE
Olympia, WA 98504

Dear Chair Mayer,

Thank you for the thoughtful feedback provided in your letter dated December 10, 2013. Our team welcomes the affirmation and critical questions you outlined during our presentation on November 14, 2013 and within the text of your letter. We continue to meet biweekly with State Board of Education staff to develop, clarify, and finalize the design for *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention*.

The Office of Student and School Success designed the Synergy Model in order to (a) recognize highest performing and high-progress schools across Washington State; (b) provide targeted assistance and support to challenged schools in need of improvement, increasing the support based on the magnitude of need; and (c) identify districts with persistently lowest performing schools for required action and provide intensive assistance and, if necessary, intervention (again continuing to increase support based on the magnitude of need). The model provides incentives for change—both positive and negative—that (a) encourage district and school actions that ensure equality in outcome for all of their students and (b) discourage those actions that create barriers and perpetuate practices that lead to inequitable outcomes.

Responses to your specific suggestions are noted below:

1) The over-arching business strategy

- The operating assumptions of the Synergy System Design are graphically demonstrated in the attachment labelled, “Synergy System Design.” The goal in this system design is to ensure results through differentiated support at the local level, empowering districts to implement research based interventions. Success in this locally driven and state supported intervention yields celebration and rewards. Failure to make progress in this lowest level of intervention calls Student and School Success to intervene in a logical and graduated manner becoming more directed thus allowing less local control. For a more detailed description please see *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention, sections I and II*.
- The expectations of particular actions on the part of the state, schools and districts are all graphically demonstrated on the “Synergy System Design.” Please see *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention, sections I, II and III*. Each section emphasizes research-based practices and change process upon which the model is based; the Theory of Action for the Synergy Model is described in more detail in Section II.

- Activities will vary for different types of school designations based on intensity of designation, time under identification, and resource allocation. Please see *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention, sections II and III*. The graphic "Synergy System Design" also demonstrates the varied actions on the part of the state, schools and districts.

2) Resource Allocation Strategy

- OSPI believes it is our moral obligation to serve all schools captured within the "Challenged Schools" designation on the SBE Achievement Index. Please see *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention's Appendix C* for our initial thinking on the levels of resources required to support the work. Though we have not reached consensus on the final list of identified schools we believe this list will be less than 500 schools, statewide, to be served with Title 1 funds, SIG, or 5329 dollars.
- Student and School Success continues to develop our network of support across the state. This network consists of FTE staff at OSPI, contracted coaches and services utilizing experts throughout our state and a deep and growing partnership with our ESDs who in many cases are best positioned to support the unique needs of the schools within their regions.
- Specific fund allocation will depend on a number of variables that all must work together and we don't have all of these answers yet. Schools and districts have different needs based on the density of identified schools, other fund sources flowing into the district, proximity of the district (or remoteness) to services, etc. Superintendent Dorn has directed all internal divisions within OSPI to collaborate on funding for performance based outcomes and work together to ensure increased student outcomes, especially in our identified schools.

3) Differentiated actions taken at each level of support

- Specific supports and expectations for each level depicted in the accountability system are outlined in the attached graphic, "Synergy System Design." The detailed text description is found in *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention*.

4) Plan for sustainability

- The draft exit criteria are attached. Please note that these exit criteria have **not** been approved by the US Department of Education. Once the SBE Achievement Index has been approved by the ED, these exit criteria will be submitted as part of our *ESEA flexibility waiver* renewal.
- OSPI will engage with districts ensuring the capacity to sustain progress through ongoing progress monitoring using the indistar tool and monitoring of student achievement gains, ongoing development of the ESD collaborative Student and School Success network, and continued internal streamlining within the agency to focus all funds and appropriate plans into a blended but focused resource stream with expected performance outcomes as all our districts in Washington state continue to improve.

5) Development of action plans

- Please see *Section III* of *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention*, which describes in detail progress monitoring and the review process, which in addition to annual standardized assessment results will help us guide the growth of our schools.
- To review plan guidance please see *Section IV – Action Planning Process Section II – Synergy Model for System Wide Change (Subsection A)* in the document labeled *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention*. Section IV describes the action-planning process and corresponding Indicator action; also emphasizes research base for Principles and improvement process; Figure I shows required actions for each level (Challenged, RAD Level I and RAD Level II).
- Indistar® helps the development and implementation of action plans by providing a research based tool that is common across each of our identified schools. The “Rapid Improvement Indicators” that are utilized in Indistar® represent the best national research of the observable, behavioral actions that must be in place for under-performing schools to improve. Please see *Section IV* within *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention* for further detail.

We look forward to sharing the growth and development of the Synergy Model on January 8, 2014, when we have been invited to present to the Board once again.

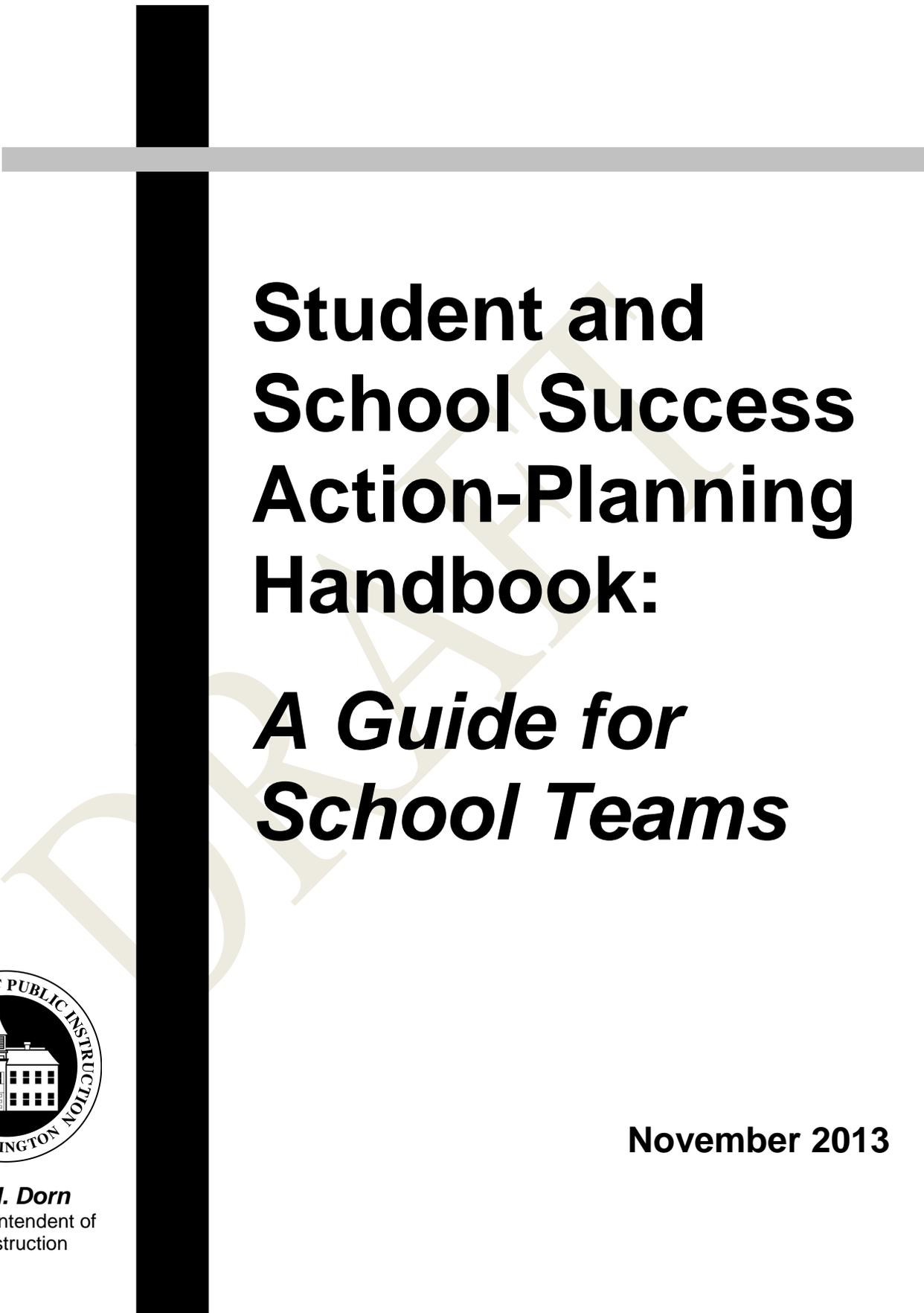
We look forward to your feedback and collaborating with the Board on behalf of our students. Leaders and staff in the Office of Student and School Success are committed to ensuring “Equality in Outcome” for the 1.1 million students we are charged to serve; we believe the Synergy Model provides the platform to achieve this overarching goal.

Should you have any additional thoughts in advance of the scheduled meeting please don't hesitate to reach out to me directly so that we can thoroughly respond to any questions, suggestions or concerns.

For Kids,

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

cc: Ben Rarick, Executive Director, State Board of Education
Randy I. Dorn, Superintendent of Public Instruction
Ken Kanikeberg, Chief of Staff, OSPI
Alan Burke, Ed.D., Deputy Superintendent, K–12 Education, OSPI



Student and School Success Action-Planning Handbook:

A Guide for School Teams



Randy I. Dorn
State Superintendent of
Public Instruction

November 2013

DRAFT

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

DRAFT

Prepared by
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November 2013

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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 Schoolwide Plan on Indistar®. The planning and implementation processes for both 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

This document was written under contract by:

- **Sue Cohn**, Ed.D., Education Consultant/School Improvement Specialist, Office of Student and School Success, OSPI

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

- **Andrew E. Kelly**, Assistant Superintendent, Office of Student and School Success, OSPI
- **Travis Campbell**, K-12 Director, Office of Student and School Success, OSPI
- **Chriss Burgess**, Director of K-8 Turnaround, Office of Student and School Success, OSPI
- **Student and School Success Coaches**, Office of Student and School Success, OSPI
- **Educational Service District (ESD) Leaders**

Additional resources used in creating this handbook include:

- *District Self-Assessment Handbook: Characteristics of Improved Districts – Performance Rubric Review* (Office of Superintendent of Public Instruction, 2011).
- *School Improvement Planning Process Guide* (Office of Superintendent of Public Instruction, 2005).
- *The School Performance Review Rubric: Facilitator's Guide* (The BERC Group, 2010).

I. Introduction

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 and improve student achievement; and (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. The iterative action-planning process explicitly includes stakeholders from across the school community in examining data and determining what will be necessary to bring about equality of outcome for all students.

The *Student and School Success Action-Planning Handbook: A Guide for School Teams* uses a research-based framework for assessing school leadership, instructional strategies, and system-wide practices and determining next steps. Leaders in the Office of Student and School Success recognize that schools are at different stages in their planning processes on Indistar[®], so two frameworks are included:

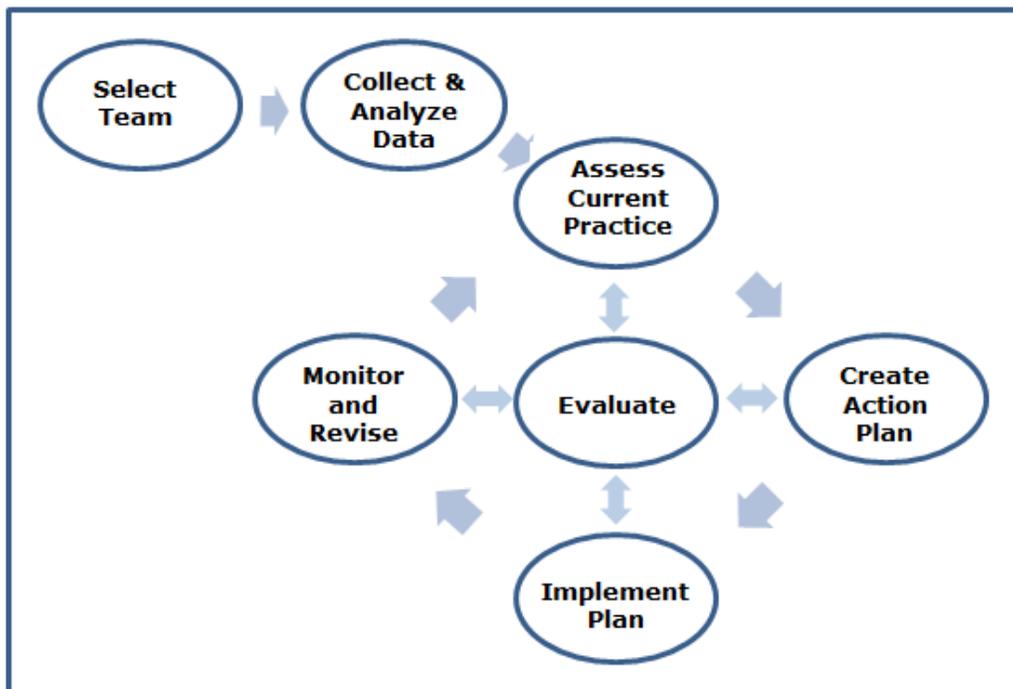
A. Action-Planning Process for Newly Identified Schools

B. Action-Planning Process for Continuing Schools

School teams will first select the action-planning process that meets their individual needs and aligns with their level of engagement on Indistar[®]. Next, teams will identify entry points into the process that reflect their current progress.

Continuous Improvement Process: Both action-planning processes are anchored in the continuous improvement process shown below.

Figure 1. Continuous Improvement Process



As shown in Figure 1, schools first **select a Leadership Team** to facilitate the continuous improvement process. At the onset of this process, the Leadership Team **collects a variety of data** to develop a picture of the current reality of the school. All staff members participate in a Data Carousel Activity (Appendix A) to analyze the data to determine schoolwide target areas and S.M.A.R.T. Goals that will be used in developing the Student and School Success Action Plan. While depicted as an initial step, it is important to note that collecting and analyzing data is also a recurring step that occurs frequently throughout the action-planning process, from using data to assess Indicators to using data to monitor impact and revise plans.

Next, teams use their data analysis to **assess their school's current level of development** of research-based leadership and instructional practices. They then collaborate with their school community to **create action plans to boost educator capacity** to effectively implement these practices. Plans build on strengths and address opportunity and achievement gaps surfacing during data analysis.

Together, Leadership Teams and their staffs **implement their action plans, monitoring progress frequently** to track progress and determine the level of implementation (changes in educator practice) and impact of their strategies (changes in student outcomes). Teams **revise plans as needed** to ensure fidelity of implementation and increase the impact of their efforts on student achievement.

The ongoing process of collecting and analyzing data described above supports Leadership Teams as they **evaluate** each step (i.e., assess, create, implement, and monitor/revise). Evaluation includes strategies such as the following:

- Study the *Current Level of Development Review* (Assess and Create steps);
- Use S.M.A.R.T. Goal Rubric to evaluate goals and associated tasks (Create step);
- Participate in a peer review to determine the viability of their Student and School Action Plan in meeting intended objectives (Create step); and
- Solicit teacher feedback to track implementation progress and identify and address potential barriers (Implement step).

As practices become embedded in the daily routine of the school, that is, as they become “the way we do things around here,” Leadership Teams move forward in their continuous improvement process by **assessing** and **creating** plans to build capacity to implement additional research-based practices. As indicated above, teams will continue to **collect and analyze data** at each step of this cyclical process.

Title I Schoolwide Plan in Indistar® (Section IV): This handbook also includes directions to guide Leadership Teams to integrate their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar®. The section includes the following:

- Summary of Title I Schoolwide Plan requirements, and

- Description of process for using Indistar[®] to address the 10 required components of Title I Schoolwide Plans.

The detailed instructions in this section will guide Leadership Teams in Priority and Focus schools to effectively integrate their Student and School Success Action Plan and Title I Schoolwide Plan. Additionally, any school choosing to use Indistar[®] as it creates and implements its Title I Schoolwide Plan may use the process described below. Note. Priority and Focus schools are *required* to integrate their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar[®].

FAQs: Frequently asked questions about the action-planning process and their responses 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, also 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 13 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 high-leverage 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. Teams can also use the collective results when creating and monitoring their Student and School Success Action Plan on 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 Tables 1 and 2 on the next two pages, each step of the action-planning process corresponds to specific action(s) in Indistar[®]. Table 1 will guide school teams who have not used the Indistar[®] planning tool OR who have minimal experience with the tool. Table 2 supports teams with active plans on Indistar[®]; these teams will select entry points into the action-planning process that reflect their current efforts, particularly around implementing the Expected Indicators.

Table 1. Newly Identified Schools: Steps in Action-Planning Process and Corresponding Indistar[®] Action

Step in Action Planning	Corresponding Indistar[®] Action
1. Select School Leadership Team to Shepherd the Process	Add School Team names and School Information on Indistar [®] home page
2. Collect and Analyze Data	<ul style="list-style-type: none"> • Download <i>Data Reflection Protocol</i> from <i>Docs and Links</i> • Upload aggregate <i>Data Reflection Protocol</i> and other data to <i>Document Upload</i> and/or add to <i>Assessment Section</i> on Indistar[®] (<i>Optional</i>)
3. Complete <i>Current Level of Development Review</i> and Collate Results	Download <i>Current Level of Development Review</i> from <i>Docs and Links</i>
4. Use <i>Current Level of Development Review</i> to Assess Expected Indicators on Indistar [®]	Assess Expected Indicators on Indistar [®]
5. Identify Active Expected Indicator for Each Principle	Select active Indicators on Indistar [®]
6. Create Action Plan with S.M.A.R.T. Goals on Indistar [®] for Each Active Indicator	Create Student and School Success Action Plan for active Indicators on Indistar [®]
7. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar [®] and revise/add tasks if needed

Table 2. *Continuing Schools*: Steps in Action-Planning Process and Corresponding Indistar[®] Action

Step in Action Planning	Corresponding Indistar[®] Action
1. Update Information on Indistar [®] Home Page (School Leadership Team Names and School Information)	Update Leadership Team names and School Information on Indistar [®] home page, if needed
2. Collect and Analyze Data	<ul style="list-style-type: none"> • Download <i>Data Reflection Protocol</i> from <i>Docs and Links</i> • Upload aggregate <i>Data Reflection Protocol</i> and other data to <i>Document Upload</i> and/or add to Assessment Section on Indistar[®] (<i>Optional</i>)
3. Complete <i>Current Level of Development Review</i> and Collate Results	Download <i>Current Level of Development Review</i> from <i>Docs and Links</i>
4. Use <i>Current Level of Development Review</i> to Monitor Active Indicators and Revise Plans	Monitor active Indicators on Indistar [®] and revise/add tasks if needed
5. Use <i>Current Level of Development Review</i> to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar [®]
6. Ensure at Least One Active Expected Indicator for Each Principle	Select active Indicators on Indistar [®]
7. Create Action Plan with S.M.A.R.T. Goals on Indistar [®] for Each Active Indicator (if needed)	Create Student and School Success Action Plan for active Indicators on Indistar [®]
8. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar [®] and revise/add tasks if needed

3. Both action-planning processes appear 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. As illustrated in Figure 1 on page 1, the process is anchored in a continuous improvement cycle that often includes multiple sub-cycles of assess, create, implement, and 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.

4. 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 depicted in Figure 1, this is a continuous improvement process: as one Expected Indicator becomes embedded as “the way we do things here,” school teams identify new active Expected Indicators to assess, create action plans around, and monitor.

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 pasting them into Indistar[®].

5. 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 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.

6. 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.

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 entire staff for final approval and implementation.

7. Is there a way that Title I schools can integrate their Student and School Success Action Plans and Schoolwide 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 their two plans on Indistar[®]. Table X outlines the steps in the process and associated Indistar[®] actions. Section IV of this handbook provides specific directions for each step in the process.

Table X. Steps to Integrate Student and School Success Action Plan and Schoolwide Plan and Corresponding Indistar[®] Action

Step	Corresponding Indistar[®] Action
1. Locate Title I Component folders for collecting evidence on Indistar [®]	Open <i>Document Upload</i> tab
2. Open and review webform “ <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> ”	<ul style="list-style-type: none"> • Open <i>Forms to Complete</i> tab • Click on <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> to open the webform
3. Upload current Title I Schoolwide Plan to Indistar [®]	<ul style="list-style-type: none"> • Open <i>Document Upload</i> tab • Upload current plan to folder titled <i>Title I Schoolwide Plan Documents Misc.</i>
4. Collect required evidence for Components 1, 2, 3, 5, and 10	<ul style="list-style-type: none"> • Open <i>Document Upload</i> tab • Upload evidence to appropriate folder in the <i>Document Upload</i> tab, using naming protocol to label each document • Check applicable boxes in the <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> for each Component • Save changes to checklist before closing webform
5. Identify specific Indistar [®] Indicators that align with schoolwide strategies for Components 4, 6, 7, 8, and 9	<ul style="list-style-type: none"> • Check the applicable boxes in the <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> for each Component • Upload evidence to appropriate folder in the <i>Document Upload</i> tab, using naming protocol to label each document • Save changes to checklist before closing webform
6. Identify Indicators from Step 4 that <i>are included</i> in the school’s current Student and School Success Plan; review S.M.A.R.T. Goals, tasks, and	Review current Student and School Success Action Plan on Indistar [®]

timelines to ensure alignment with Title I Schoolwide Program requirements	
7. Assess Indicators from Step 4 that <i>are not included</i> in the school's Student and School Success Action Plan	Assess newly identified Indicators on Indistar [®]
8. Create Action Plans with S.M.A.R.T. Goals for each Indicator identified in Step 4	Create Action Plans on Indistar [®] for newly identified Indicators
9. Complete <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i>	Click "Save and Send for Review" to submit webform to OSPI's Title I Division
10. Implement Student and School Success Action Plan/Title I Schoolwide Plan and monitor implementation and impact	Monitor active Indicators on Indistar [®] and revise/add tasks if needed

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 two plans.

8. 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.

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/>.

II. How to Use This Handbook

Directions for implementing the improvement processes and associated Indistar actions described in this handbook follow.

- Principals work with their staff to select a representative Leadership Team to shepherd the school through the continuous improvement process.
- Principals ensure Leadership Team members have log-in information and passwords for accessing the Indistar[®] tool. School leaders may contact the Office of Student and School Success for information about the tool as well as for support to log onto the tool and use it in the action-planning process. Email Indistar@k12.wa.us or call (360) 725-4960 for further information. The Indistar[®] website provides additional supporting information: <http://www.indistar.org/>.
- Leadership Teams review the two action-planning frameworks described in this handbook and select the framework that meets their school's needs and aligns with the school's level of engagement on Indistar[®].
 - **Section III A: Action-Planning Process – Newly Identified Schools**
 - **Section III B: Action-Planning Process – Continuing Schools**
- Teams familiarize themselves with each step of their selected action-planning process. The description for each action-planning step includes an Overview, Process, Time Allocation, and screenshots for the associated Indistar[®] actions. (See *Sample Action-Planning Step and Associated Indistar[®] Action* below.)
- Teams identify entry points into their selected framework.
- Teams from Title I schools review the process for integrating their Student and School Success Action Plan and Title I Schoolwide Plan on Indistar[®] (Section IV). The descriptions for each step and screenshots for associated Indistar[®] actions support teams to address the requirements for both plans concurrently.
- Teams identify Indistar[®] Indicators and evidence they will use to demonstrate fulfillment of the 10 required components of Title I Schoolwide Plans.
- Teams engage their school community in the continuous improvement process for their Student and School Success Action Plan, and if applicable, their Title I Schoolwide Plan.

Principals are encouraged to contact the Office of Student and School Success 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.

Sample Action-Planning Step and Associated Indistar[®] Action

Assess Expected Indicators on Indistar[®]

Overview: To create their Student and School Success Action Plan on Indistar®, Leadership Teams must first assess the current level of development (i.e., *No Development or Implementation, Limited Development or Implementation, and Full Implementation*) of Expected Indicators. Teams use a variety of data, including the results from the *Current Level of Development Review*, when assessing and describing their school's current level of development on Indistar®.

Process: In the previous step of the action-planning process, stakeholders and the Leadership Team discussed findings, compared individual *Current Level of Development Review* scores for the school, and developed a consensus around the level of development for each Expected Indicator. Teams will enter their collective agreements around the current level of development in the *Assess* stage of the process on Indistar®, responding to each prompt as it appears. The levels of development and corresponding next step on Indistar® are described below.

Time Allocation: The Leadership Team will need 1-2 hours to complete this step.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
4. Use <i>Current Level of Development Review</i> to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar®

Use collective results from *Current Level of Development Review* and other data to assess Indicators for each Student and School Success Principle on Indistar®

The screenshot displays the Indistar® interface for a user named 'Rocky Balboa Elementary-Test' in the 'Demo-Rainier School District, WA'. The main content area features a circular flow diagram with three stages: 'Assess' (Team Assesses Indicators, Last Update: 09/05/2013, Progress: 56 of 132), 'Monitor' (Team Monitors Progress, Last Update: 08/07/2013, Progress: 5 of 11), and 'Create' (Team Creates & Revises Objective Plans, Last Update: 09/23/2013, Progress: 11 of 42). A blue box highlights the 'Assess' stage, with an arrow pointing to it from the top. The dashboard also includes a 'Snapshot' section with system logs and a 'Principal: Mrs. Sylvester Stallone' at the bottom.

Select Expected Indicators (follow arrows in diagram), choose level of development or implementation, and follow prompts.

Step 1

Rocky Balboa Elementary-Test Washington + Navigation Toolbar

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

Remove Filter(s)

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

Step 2

1. Select Indicator | 2. **Indicators to Assess** | 3. Indicators Assessed | 4. Assess Indicator

Select Indicator to assess (8)

Code	Key	Indicator
P3-IVD06		The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)
P4-IIA03		The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. (2637)
P4-IIIA07	Key	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
P5-IID12		All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)
P6-IIIC13	Key	All teachers reinforce classroom rules and procedures by positively teaching them. (165)

Step 3

1. Select Indicator | 2. Indicators to Assess | 3. Indicators Assessed | 4. **Assess Indicator**

[Wise Ways @](#)

P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)

1. Choose your level of Development or Implementation for this Indicator. * required field

No development or Implementation Limited Development or Implementation Full Implementation

* Please complete required fields

Save This Indicator

III. Action-Planning Process

This section describes two action-planning processes. The first process, “*Newly Identified Schools: Steps in Action-Planning Process*” will guide school teams who have not used the Indistar® planning tool OR who have minimal experience with the tool. The second process, “*Continuing Schools: Steps in Action-Planning Process*,” supports teams with active plans on Indistar®. These teams will select entry points into the action-planning process that reflect their current efforts, particularly around implementing the Expected Indicators. Teams from Title I schools should review Section IV (*Integrating Student and School Success Action Plan and Title I Schoolwide Plan in Indistar®*) before proceeding with either action-planning process, since these plans can be created and implemented concurrently.

A. *Newly Identified Schools: Steps in Action-Planning Process and Corresponding Indistar® Action*

The table below outlines steps and associated Indistar® actions for newly identified schools. As described in the Introduction, school teams will engage in a continuous—rather than a liner—improvement process on Indistar®. After creating their action plans, teams implement their strategies and monitor progress toward full implementation of identified practices. As practices become embedded in the daily rhythm of the school, teams identify new active Indicators that become the focus of the school’s continuous action-planning process.

Table 4. *Newly Identified Schools: Steps in Action-Planning Process and Corresponding Indistar® Action*

Step in Action Planning	Corresponding Indistar® Action
1. Select School Leadership Team to Shepherd the Process	Add School Team names and School Information on Indistar® home page
2. Collect and Analyze Data	<ul style="list-style-type: none"> • Download <i>Data Reflection Protocol</i> from <i>Docs and Links</i> • Upload aggregate <i>Data Reflection Protocol</i> and other data to <i>Document Upload</i> and/or add to <i>Assessment Section</i> on Indistar® (<i>Optional</i>)
3. Complete <i>Current Level of Development Review</i> and Collate Results	Download <i>Current Level of Development Review</i> from <i>Docs and Links</i>
4. Use <i>Current Level of Development Review</i> to Assess Expected Indicators on Indistar®	Assess Expected Indicators on Indistar®
5. Identify Active Expected Indicator for Each Principle	Select active Indicators on Indistar®
6. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator	Create Student and School Success Action Plan for active Indicators on Indistar®

7. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar [®] and revise/add tasks if needed
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Descriptions and specific Indicator[®] actions for each step follow.

Note. New users to Indistar[®] may contact the Office of Student and School Success for log-in information and support. Email Indistar@k12.wa.us or call (360) 725-4960 for further information.

DRAFT

1. Select Leadership Team to Shepherd the Process

Overview: The Leadership Team ensures all stakeholders are engaged in the continuous improvement process and provides opportunities for all staff to provide input and feedback. The team will facilitate the action-planning process with key stakeholders and guide staff and community as they create and implement the school's Student and School Success Action Plan. The conversations and thinking of the Leadership Team are critical to building the readiness and capacity of staff and all stakeholders to make changes in leadership, instructional, and schoolwide 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 the school's 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 of outcome" for all students.

Membership: The Leadership Team should include the following cross-section of staff.

- Teachers who lead instructional teams for content areas/grade levels
- Other key professional staff (e.g., counselors, paraprofessionals)
- Special Education teachers and English language development teachers
- School principal
- A district-level administrator with decision-making authority.

It is also recommended that the team include several parents/community members representing the diversity of the student body, as well as an administrator/designee from a school in the “feeder pattern.” A sample matrix for creating the Leadership Team follows:

Leadership Team	Participant Name(s)
Teachers who lead Instructional Teams (e.g., Content Teams; Grade-Level Teams), special education teachers, and English language development teachers	<ul style="list-style-type: none"> • • •
Key Professional Staff (e.g., Counselor, Para-professionals)	<ul style="list-style-type: none"> • •
Parents/community members representing diversity of student body	<ul style="list-style-type: none"> • •
Principal	<ul style="list-style-type: none"> •
Administrator/designee from “feeder pattern” school	<ul style="list-style-type: none"> •
District administrator with decision-making authority	<ul style="list-style-type: none"> •

Leadership Team Responsibilities:

- 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 Expected Indicators; and (c) facilitating the creation of action plans for selected Indicators (at least one per Student and School Success Principle).
- Serve as a conduit of communication to the faculty and staff; communication strategies include distributing Leadership Team agendas to all staff prior to team meetings and publishing minutes following team meetings.
- Frequently examine school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.
- Monitor and update/revise the Student and School Success Action Plan as needed.

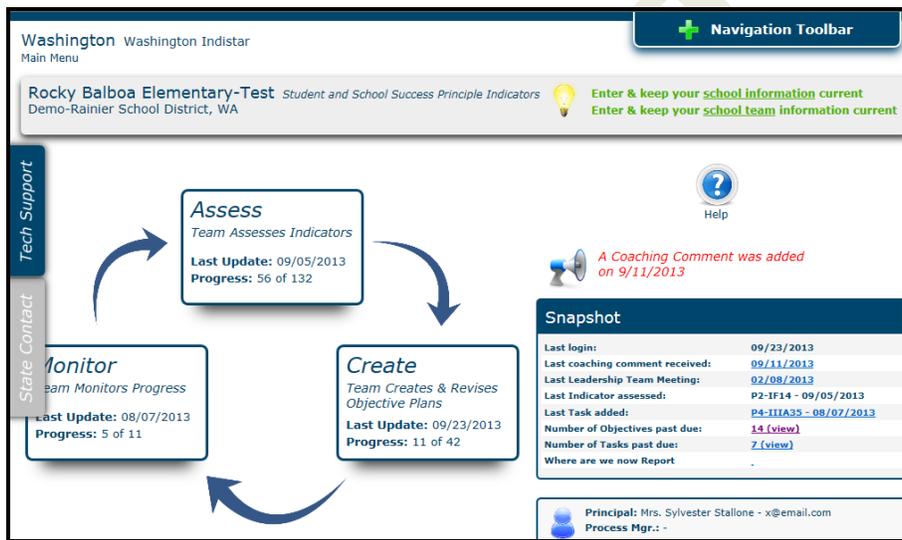
Time Commitment: The Leadership Team will meet regularly (twice a month or more for an hour each meeting) throughout the year, meeting more often as needed to facilitate the action-planning process and to create the Student and

School Success Action Plan. The team may also engage the group of key stakeholders at multiple times during the year.

Indistar[®] Action Step: The screenshots from the Indistar[®] tool that align to the Indistar[®] action follow.

Step in Action Planning	Corresponding Indistar [®] Action
1. Select School Leadership Team to Shepherd the Process	Add School Team names and School Information on Indistar [®] home page

- Add Leadership Team names to the Indistar[®] home page
 - Go to the Navigation Toolbar



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



- Select “School Information”; add requested information when prompted



2. 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 school community that tell the school’s story. These data enable stakeholders to deepen their understanding of *facts about the school*, as compared to *feelings about the school*. Data can assist in articulating the (a) school’s strengths; (b) programs and services that have the greatest potential for growth based on current data; and (c) barriers to increasing educator capacity, accelerating student achievement, and closing achievement gaps. Findings and recommendations from their school’s Needs Assessment serve as significant sources of data for Leadership Teams to consider in their action-planning process. Teams are also encouraged to collect and analyze data related to their low-performing subgroups and/or opportunity and achievement gap data, as well as data related to the performance of their All students group.

Purposes: 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 the school’s demographic profile, including the racial, ethnic, and socio-economic factors that may influence school success.
- Provide an accurate picture of current school practices, programs, 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 required to achieve those outcomes.
- Assist instructional teams and staff 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, and school level essential to improving outcomes for both students and educators.

Process – Collect Data: Assign Leadership Team members to collect additional achievement, demographic, perceptual, and contextual data (see *What to Collect Worksheet* in Appendix A).

Process – Analyze Data: The Leadership Team should display achievement and other data types in ways that stimulate conversation among stakeholders and enable them to gain understanding essential for completing the *Data Reflection Protocol*. Leadership Team members should clearly label and display all data,

since raw data can cause confusion, be misinterpreted, and/or lead to erroneous conclusions.

Sufficient time should be provided for participants to analyze various data sources and complete the *Data Reflection Protocol*. Stakeholders may use their individual responses on the *Protocol* to formulate an aggregate team response on the *Data Reflection Protocol*. Teams should consider questions such as the following in their dialogues:

- What is the demographic make-up of the school?
- How are students, including subgroups of students, performing on state assessments and other measures of achievement? Examples include:
 - How did each student identified for special education services perform on state assessments?
 - How do IEP goals and their measures relate to standards and state assessments?
 - What annual growth is expected from students within their IEPs?
- What support and other programs are offered for all students? To English Language Learners? To students with disabilities? To high-achieving students? To students not yet meeting standard?
- Does the master schedule provide an opportunity for all students to access rigorous and grade-level curriculum?
- Are the most skilled teachers teaching students with the highest needs?
- How does the school involve students, parents, and community in decision-making?
- How does the school promote courageous leadership among staff, students, and parents?
- What inequitable practices should be discontinued and what equitable practices does the school utilize to ensure equality of outcome for all students?

The *Data Reflection Protocol*, as well as the Data Carousel activity described in Appendix A, 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. School teams using a different protocol are asked to upload that protocol to *Document Upload* on Indistar[®].

Additional information to support school teams in the data collection and analysis process is available in OSPI's *School Improvement Planning Process Guide* (2005). The document may be accessed at:

<http://k12.wa.us/StudentAndSchoolSuccess/SchImprovementPlanGuide.aspx>.

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

Alternate Activity

Each member of the Leadership Team may take a cluster of Expected Indicators and form a mini-focus group of stakeholders outside the Leadership Team to

discuss and assess the cluster of Indicators. Team members will collect relevant data for their mini-focus group to use in its deliberations. Stakeholders in the mini-focus group will individually complete the *Data Reflection Protocol* and formulate their collective responses. Both the individual and collective responses should focus on the mini-focus group's cluster of Expected Indicators. Leadership Team members will share the results with the entire team for consideration as the team moves forward in the action-planning process.

Indistar[®] Action Steps: The screenshots from the Indistar[®] tool that align to Indistar[®] actions follow.

Step in Action Planning	Corresponding Indistar [®] Action
2. Collect and Analyze Data	<ul style="list-style-type: none"> Download <i>Data Reflection Protocol</i> from <i>Docs and Links</i> Upload aggregate <i>Data Reflection Protocol</i> and other data to <i>Document Upload</i> and/or add to <i>Assessment Section</i> on Indistar[®] (<i>Optional</i>)

- **Download *Data Reflection Protocol* from *Docs and Links***

Rocky Balboa Elementary-Test
Demo-Rainier School District

Document Upload | Dashboard Tutorial

A new Coaching Comment is available for review

Home | Forms to Complete | Required Reports | **Docs & Links**

My Online Tool(s)	Description
Student and School Success Principle Indicators	132 research-based rapid improvement success indicators categorized into seven Turnaround Principles Review Progress
Indistar Materials and "How-To" Guides	Materials and "How-To" guides for use when utilizing the Indistar Action Planning Tool

School Bulletin Board

Please share this Guest Login with the Leadership Team and others. It allows read-only access to key documents.
Guest Login - Password / **guestWAtest - guestWAtest**

Data Reflection Protocol

Responses will be used when assessing *Indicators* in Indistar (Prompt #4 *Please describe the current level of development or implementation.*)

Data Reference:

Essential Questions / Guided Prompts for Demographic and Achievement Data:

- Q1: Ethnic subgroups: *Are any subgroups increasing or decreasing? How do changes compare to the district?*
 - Demographic
 - Achievement
- Q2: Free-reduced meal eligibility (proxy for poverty): *Is your trend increasing or decreasing? What is the change relative to the district?*
 - Demographic
 - Achievement
- Q3: Students with Disabilities: *Is your trend increasing or decreasing? What is the change relative to the district?*
 - Demographic
 - Achievement
- Q4: Transitional / Bilingual (ELL): *Is your trend increasing or decreasing? What is the change relative to the district?*
 - Demographic
 - Achievement:

- 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:**

Rocky Balboa Elementary Test
Demo-Rainier School District

Document Upload | Dashboard Tutorial

A new Coaching Comment is available for review

Home | Forms to Complete | Required Reports | Docs & Links

My Online Tool(s)	Description
Student and School Success Principle Indicators	132 research-based rapid improvement success indicators categorized into seven Turnaround Principles Review Progress
Indistar Materials and "How-To" Guides	Materials and "How-To" guides for use when utilizing the Indistar Action Planning Tool

○ **Assessment Section on the Navigation Bar:**

Back to Main Menu | Assess | Create | Monitor | School Information | School Team | Demographics | Assessment | Coaching Comments | Meeting Agenda Setup | Where Are We Now?

Resources | Worksheets | Reports

3. Complete Current Level of Development Review

Overview: This step in the action-planning process requires Leadership Teams to determine the school's progress (i.e., *No Development or Implementation*, *Limited Development or Implementation*, or *Full Implementation*) for each Expected Indicator. Leadership Teams are encouraged to examine data related to their low-performing subgroups and/or opportunity and achievement gaps, as well as data related to the All students group, when determining the school's level of development on each Indicator.

Process: Team members individually complete the *Current Level of Development Review* (Appendix B), using their aggregate responses on the *Data Reflection Protocol* to inform their responses. They also use research-based descriptors in Column 2 (referred to as "Wise Ways" on [Indistar](#)), as well as other research-based practices, when considering the school's level of implementation for each Expected Indicator. Wise Ways describe observable practices and behaviors essential for full implementation of the Indicator. Wise Ways also provide a filter or lens through which team members can view the school's current level of development of the Indicator. *Note.* The lists of practices in Column 2 of the *Current Level of Development Review* 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 (Column 4). Moreover, schools are NOT expected to implement *each* research-based practice listed in Column 2 for every Expected Indicator. Instead, school teams should consider the full range of research-based practices that support the Indicator when assessing their school's current level of development and creating their school's Student and School Success Action Plan.

Next, team members then summarize reasons for their assessment, citing evidence from the *Data Reflection Protocol*, Wise Ways descriptors, and other research-based practices aligned with the Indicator. The levels of development roughly align with [Implementation Science](#) (Fixsen, et al.).

- **No Development or Implementation:** The school 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. Fixsen et al. refer to this as the *Exploration* stage.
- **Limited Development or Implementation:** Fixsen et al. describe this as the *Installation* or *Initial Implementation* stage. In the Installation Stage, the school team is acquiring resources, making essential structural and systemwide changes, and preparing staff. During Initial Implementation, the school 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.

- **Full Implementation:** 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.” Fixsen et al. also refer to this as *Full Implementation*.

The team will next determine a collective assessment of the school’s progress on each Expected Indicator (i.e., *No Development or Implementation; Limited Development or Implementation, or Full Implementation*). This assessment will support the team in completing subsequent steps in the action-planning process. 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 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.

Time Allocation: The Leadership Team will need approximately 30 minutes to individually complete the *Review*. Additional time may be needed to review their *Data Reflection Protocols*.

Note. Teams may also want to review the Wise Ways documents on Indistar®. Directions for accessing those documents are included below.

Indistar® Action Step: The screenshots from the Indistar® tool that align to Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
3. Complete <i>Current Level of Development Review</i> and Collate Results	Download <i>Current Level of Development Review</i> from <i>Docs and Links</i>

- Download **Current Level of Development Review** from **Docs and Links**

Rocky Balboa Elementary-Test
Demo-Rainier School District

Document Upload | Dashboard Tutorial

A new Coaching Comment is available for review

Home | Forms to Complete | Required Reports | **Docs & Links**

My Online Tool(s)	Description
Student and School Success Principle Indicators	132 research-based rapid improvement success indicators categorized into seven Turnaround Principles Review Progress
Indistar Materials and "How-To" Guides	Materials and "How-To" guides for use when utilizing the Indistar Action Planning Tool

Current Level of Development Review
Draft 9.28.13

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](#).

Note: Column 3 includes suggested research-based best practices for each Expected Indicator; these are taken from the Wise Ways research documents found on the [Indistar](#) online tool. Lists in Column 3 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 3 as well as evidence of other research-based practices when describing their current level of development (Column 4). Moreover, schools are NOT expected to implement each research-based practice listed in Column 3 for every Expected Indicator. Rather, school teams should consider the full range of research-based practices that support the Indicator when assessing their school's current level of development and creating their school's Student and School Success Action Plan.

Steps in the process include:

- Step 1: Individual respondents review research-based descriptors for each Indicator (Column 3 - Wise Ways).
- Step 2: Each respondent then assesses the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation (Column 2)).

- Review **Wise Ways** for each Expected Indicator on Indistar® (*Optional*)
 - Go to the **Navigation Toolbar**

Washington | Washington Indistar

Main Menu

Rocky Balboa Elementary-Test | Student and School Success Principle Indicators

Enter & keep your school information current
Enter & keep your school team information current

Navigation Toolbar

Assess
Team Assesses Indicators
Last Update: 09/05/2013
Progress: 56 of 132

Monitor
Team Monitors Progress
Last Update: 08/07/2013
Progress: 5 of 11

Create
Team Creates & Revises Objective Plans
Last Update: 09/23/2013
Progress: 11 of 42

Snapshot

Last login:	09/23/2013
Last coaching comment received:	09/11/2013
Last Leadership Team Meeting:	02/08/2013
Last Indicator assessed:	P2-IF14 - 09/05/2013
Last Task added:	P4-III A35 - 08/07/2013
Number of Objectives past due:	14 (view)
Number of Tasks past due:	7 (view)
Where are we now Report:	.

Principal: Mrs. Sylvester Stallone - x@email.com
Process Mgr.: -

○ **Select Resources**



○ **Follow the prompts (see arrows below)**

Resources + Navigation Toolbar

The Resources section of Indistar provides links to instructions on how to use the system, tutorials for each section of the system, websites with additional resources, Indicators in Action which provides video clips of real schools, real teachers, and real teams and how the indicators look in action in their schools.

Indicators, Wise Ways, and Rubrics | System Instructions and Tutorials | Other Resources

Step 1: Select a Level to view.
 Select Level:

Step 2: Select a group of Indicators to view.
 Select Group:

Complete Indicator List

Filter(s): Choose a filter to narrow your Indicator search.
 Key Indicators only

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

Choose a Section to view the Indicators or

Category	Select Section	Subsection I	Subsection II
----------	----------------	--------------	---------------

○ **Download Wise Ways documents for Expected Indicators**

State: Washington
 Level: School
 Group: Student and School Success Principle Indicators
 Crosswalk: School-Level Expected Indicators
 Count: 17

All Indicators

Choose a Wise Ways® or Rubric to display, if available or

Indicator	Wise Ways®	Rubric
P1-IE06 The principal keeps a focus on instructional improvement and student learning outcomes. (57)	WW	
P2-IF11 Professional development is aligned with identified needs based on staff evaluation and student performance. (2879)	WW	
P2-IF12 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)	WW	
P2-IF14 The school sets goals for professional development and monitors the extent to which it has changed practice. (3378)	WW	
P3-IVD05 The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3058)	WW	
P3-IVD06 The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)	WW	

4. Assess Expected Indicators on Indistar®

Overview: To create their Student and School Success Action Plan on Indistar®, Leadership Teams must first assess the current level of development (i.e., *No Development or Implementation, Limited Development or Implementation, and Full Implementation*) of Expected Indicators. Teams use a variety of data, including the results from the *Current Level of Development Review* as well as 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 clarify gaps between current status and desired outcomes for student achievement and educator practices and to prioritize next steps that will have the greatest impact on student learning.

Process: In the previous step of the action-planning process, stakeholders and the Leadership Team discussed findings, compared individual *Current Level of Development Review* scores for the school, and developed a consensus around the level of development for each Expected Indicator. Teams will enter their collective agreements around the current level of development in the Assess stage of the process on Indistar®, responding to each prompt as it appears (see below). Leadership Teams are encouraged to examine data related to their low-performing subgroups and/or opportunity and achievement gap data, as well as data related to the All students group, when assessing Indicators. This step in the improvement cycle enables teams to clarify gaps between current status and desired outcomes for student achievement and educator practices and to prioritize next steps that will have the greatest impact on student learning.

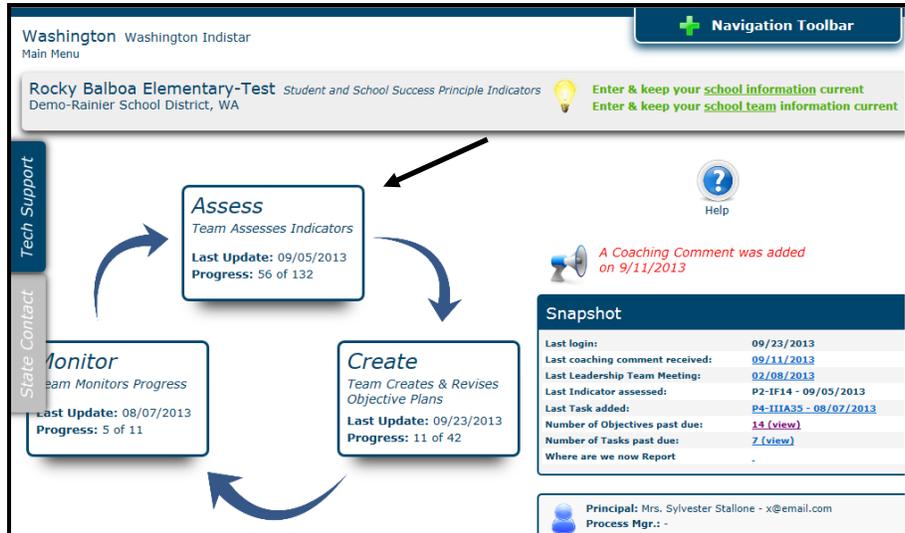
Leadership Teams can review either Wise Ways in Indistar® or Column 2 on the *Current Level of Development Review* document to **evaluate** the extent that their narratives fully describe their school’s current level of development for each Indicator. Both sources enable teams to consider a number of research-based strategies when writing their narratives—strategies they may have neglected to include, but are nonetheless present to some degree.

Time Allocation: The Leadership Team will need 1-2 hours to complete this step.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
4. Use <i>Current Level of Development Review</i> to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar®

- Use collective results from *Current Level of Development Review* and other data to assess Indicators for each Student and School Success Principle on Indistar®



- Select Expected Indicators (follow arrows in diagram), choose level of development or implementation, and follow prompts

Step 1

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

Remove Filter(s)

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

Step 2

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

Select Indicator to assess (8)

Code	Key	Indicator
P3-IVD06		The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)
P4-IIA03		The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. (2637)
P4-IIIA07	Key	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
P5-IID12		All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)
P6-IIIC13	Key	All teachers reinforce classroom rules and procedures by positively teaching them. (165)

Step 3

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

[Wise Ways @](#)

P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)

1. Choose your level of Development or Implementation for this Indicator. * required field

No development or Implementation Limited Development or Implementation Full Implementation

* Please complete required fields

Save This Indicator

5. Identify Active Expected Indicator for Each Principle

Overview: This step in the action-planning process on Indistar[®] requires Leadership Teams to identify specific Indicators around which they will create their Student and School Success Action Plan. Priority and Focus Schools are required to have at least one “active” Expected Indicator for each Student and School Success Principle at all times. Leaders in the Office of Student and School Success recommend *all* schools follow that same practice. This ensures the school continues to build educator capacity around those principles described in research as significant in boosting student learning outcomes. *Note.* By definition, “active Indicators” have S.M.A.R.T. Goals with tasks, timelines, and team members managing the objective and monitoring progress.

Leadership teams using Indistar[®] to integrate their Student and School Success Action Plan and Title I Schoolwide Plan may want to identify active Indicators that satisfy requirements for both plans. They should review the required Indicators for Components 4, 6, 7, 8, and 9 (Section IV) before identifying active Expected Indicators to implement in their Student and School Success Action Plan. *Note.* Priority and Focus schools are required to integrate their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar[®].

Process: After reaching consensus for the level of implementation for each Expected Indicator, Leadership Teams will identify the “active” Expected Indicator for each Student and School Success Principle. Teams should consider both “Priority” and “Opportunity” when selecting their active Indicators. For instance, Indicators identified as both “highest priority” and “relatively easy to address” may be among the first Expected Indicators selected. Teams integrating their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar[®] should also review the required Indicators for Components 4, 6, 7, 8, and 9 (Section IV) before selecting their active Indicators. *Note.* Schools that have fully implemented all Expected Indicators for a specific Student and School Success Principle will select their active Indicator for that principle from the full list of Indicators on Indistar[®].

Time Allocation: The Leadership Team will need 30 minutes to complete this step.

6. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator

Overview: Leadership Teams engage key teacher-leaders, staff teams, and others in the school community in creating the tasks, timelines, etc. for active Indicators. For example, the Leadership Team may ask the school's Professional Development Committee to shepherd the process of creating, implementing, and monitoring Expected Indicators that focus on the school's professional development system (Principle 2). The team might ask a different group of teachers—those with expertise in data analysis—to participate in creating action plans for Expected Indicators that focus on use of data (Principle 5). The success of the school in fully implementing any Indicator rests on the engagement of teachers, leaders, and others across the school community in creating and implementing action plans, as well as monitoring progress toward completion of identified tasks.

Laba (2011) describes the significance of this step in the change process when she asserts, "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" (p. 35).

Process: A member of the Leadership Team or teacher-leader facilitates the process of creating the action plan with S.M.A.R.T. Goals. When creating their action plans, Leadership Teams should examine specific educator practices that may be contributing to low subgroup performance and/or opportunity and achievement gaps.

Teams are encouraged to use the *S.M.A.R.T. Goal Rubric* (Appendix A) 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. Goal:

- 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?

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®.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
6. Create Action Plan with S.M.A.R.T. Goals on Indistar® for each Newly Identified Active Indicator (if needed)	Create Student and School Success Action Plan for active Indicators on Indistar®

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

- Create Student and School Success Action Plan on Indistar® – follow prompts

Last login:	09/23/2013
Last coaching comment received:	09/11/2013
Last Leadership Team Meeting:	02/09/2013
Last Indicator assessed:	P2-1F14 - 09/05/2013
Last Task added:	P4-11A35 - 08/07/2013
Number of Objectives past due:	14 (view)
Number of Tasks past due:	7 (view)
Where are we now Report	-

7. Implement Action Plan and Monitor Implementation and Impact

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 implementation phase of the change process. Additionally, 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 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). The Leadership Team can support individual teams in the implementation phase by facilitating professional development and technical assistance, garnering additional resources, and serving as conduit for communication with the school community.

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 school community to understand where the school is in the implementation process, as well as the impact of collective efforts in changing educator practice and boosting student achievement. Progress monitoring also engages teams in determining additional tasks needed to ensure the practice described in the Indicator is fully developed and systems are in place to sustain the practice over time.

Teams use Indistar[®] to track 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 active Indicator.

- 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 a variety of strategies to **evaluate** both implementation and impact of their action plans. They gather a variety of formative feedback from their peers as they build their capacity to effectively implement new practices (e.g., peer observations, learning walks, and perceptual surveys indicating agreement around use of the new strategy, its impact on students, availability of resources, what is working well, and additional support to implement the strategy

with fidelity). Teams use these data, as well as a variety of student achievement data, to *monitor* progress and update individual tasks to address needed changes in either the strategies identified in the action plan or implementation processes.

Time Allocation: The time needed to complete this step will vary based on the number of active Indicators in the school's Student and School Success Action Plan.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
7. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

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

The screenshot displays the Indistar® interface for Washington Indistar. The main content area shows a cycle of three stages: **Assess** (Team Assesses Indicators, Last Update: 09/05/2013, Progress: 56 of 132), **Create** (Team Creates & Revises Objective Plans, Last Update: 09/23/2013, Progress: 11 of 42), and **Monitor** (Team Monitors Progress, Last Update: 08/07/2013, Progress: 5 of 11). A blue arrow points from the 'Monitor' stage back to the 'Assess' stage, and another points from 'Assess' to 'Create'. A third arrow points from 'Create' to 'Monitor'. The 'Monitor' stage is highlighted with a blue box, and a black arrow points to it from the left sidebar. The sidebar has 'State Contact' and 'Tech Support' buttons. The top right has a 'Navigation Toolbar' and a 'Help' icon. A notification says 'A Coaching Comment was added on 9/11/2013'. A 'Snapshot' section on the right lists: Last login: 09/23/2013, Last coaching comment received: 09/11/2013, Last Leadership Team Meeting: 02/08/2013, Last Indicator assessed: P2-1F14 - 09/05/2013, Last Task added: P4-111A35 - 08/07/2013, Number of Objectives past due: 14 (view), Number of Tasks past due: 7 (view), and Where are we now Report: -. The bottom right shows the Principal: Mrs. Sylvester Stallone - x@email.com and Process Mgr.: -.

○ Identify Indicators to monitor and follow prompts

Rocky Balboa Elementary-Test Washington + Navigation Toolbar

Monitor - Team Monitors Progress

The objectives listed below are those your team has chosen to include in your plan. Select an objective to update the progress of tasks, or to remove a task from an objective. To edit a plan or task, go back to the Create a Plan process.

Objectives shown in blue are either new objectives needing a plan and/or task created, or objectives with tasks that have not been completed.

Objectives shown in green have all tasks completed and the objective has been met, with evidence and sustainability provided.

Objectives shown in red need additional tasks added to reach full implementation, or the team is undecided if the objective has been met.

Note: Columns with underlined headers are sortable. Click on header name to sort.

School Plan (23 total objectives) Hide Completed Plans

ID	Select Objective to update task progress.	Assigned to	Target Date	Tasks	% Tasks Completed	Objective Met
P1-ID02	Teams that include family and community members will be representative of the demographics of the student population. (3060)	Cash Ewe	10/12/2012	0	0 %	
P1-ID03	All teams will have written statements of purpose and by-laws for their operation. (37)	Literacy Content	11/18/2012	0	0 %	undecided
P1-ID04	All teams will operate with work plans for the year and specific work products to produce. (38)	Ima Learning	10/31/2012	3	33 %	
P1-ID05	All teams will prepare agendas for their meetings. (39)	Cash Ewe	10/09/2012	1	100 %	10/09/2012

○ Monitor tasks, include evidence of completion in “Comments” box, and revise/update plan as needed

MONITOR PLAN

Update or Complete Task Status

1. Update task comments as necessary.
2. Choose a "Completed date" when task has been completed.
3. Click "Save/Update" to save changes.

***Note:** Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working toward meeting the objective.

Task: 1 Tasks: All teachers will design, vet, implement and assess standards aligned, high quality, and rigorous projects once per month in their PLC teams. All students including those served by special education and ELL programs will experience rich and differentiated projects adapted or modified to meets their needs. The expertise of the special education and ELL instructors will be integrated into the design and implementation of all projects.

Frequency: monthly

Comments:

Completed date: [Clear Completed Date](#)

X Delete This Task

B. Continuing Schools: Steps in Action-Planning Process and Corresponding Indistar[®] Action

The table below outlines the steps and associated actions in Indistar[®] for schools with active plans on Indistar[®]. School teams are encouraged to select the entry point into the action-planning process that aligns with their current action plans on Indistar[®]. As described in the Introduction, school teams engage in a continuous—rather than linear—improvement process. After creating their initial action plans, teams monitor progress toward full implementation of identified practices. As practices become embedded in the daily rhythm of the school, teams identify new Indicators that become the focus of Indistar’s continuous action-planning process: *assess, create, implement, and monitor and revise*.

Table 5. Continuing Schools: Steps in Action-Planning Process and Corresponding Indistar[®] Action

Step in Action Planning	Corresponding Indistar[®] Action
1. Update Information on Indistar [®] Home Page (School Leadership Team Names and School Information)	Update Leadership Team names and School Information on Indistar [®] home page, if needed
2. Collect and Analyze Data	<ul style="list-style-type: none"> • Download <i>Data Reflection Protocol</i> from <i>Docs and Links</i> • Upload aggregate <i>Data Reflection Protocol</i> and other data to <i>Document Upload</i> and/or add to <i>Assessment Section</i> on Indistar[®] (<i>Optional</i>)
3. Complete <i>Current Level of Development Review</i> and Collate Results	Download <i>Current Level of Development Review</i> from <i>Docs and Links</i>
4. Use <i>Current Level of Development Review</i> to Monitor Active Indicators and Revise Plans	Monitor active Indicators on Indistar [®] and revise/add tasks if needed
5. Use <i>Current Level of Development Review</i> to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar [®]
6. Ensure at Least One Active Expected Indicator for Each Principle	Select active Indicators on Indistar [®]
7. Create Action Plan with S.M.A.R.T. Goals on Indistar [®] for Each Active Indicator (if needed)	Create Student and School Success Action Plan for active Indicators on Indistar [®]
8. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar [®] and revise/add tasks if needed

Descriptions and specific Indicator[®] actions for each step follow.

1. Update Information on Indistar® Home Page (School Leadership Team Names and School Information)

Overview: Before continuing with their improvement cycle, the principal will update Leadership Team names and other school information on Indistar®. The Leadership Team ensures all stakeholders are engaged in the continuous improvement process and provides opportunities for all staff to provide input and feedback. The team will facilitate the action-planning process with key stakeholders and guide staff and community as they create and implement the school's Student and School Success Action Plan. The conversations and thinking of the Leadership Team are critical to building the readiness and capacity of staff and all stakeholders to make changes in leadership, instructional, and schoolwide 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 the school's capacities, resources, and vision.

Note. Leaders in small schools may decide that the entire staff should engage in the action-planning process together. This 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 of outcome” for all students.

Membership: The Leadership Team should include the following cross-section of staff.

- Teachers who lead instructional teams for content areas/grade levels
- Other key professional staff (e.g., counselors, paraprofessionals)

- Special Education teachers and English language development teachers
- School principal
- A district-level administrator with decision-making authority.

It is also recommended that the team include several parents/community members representing the diversity of the student body, as well as an administrator/designee from a school in the “feeder pattern.” A sample matrix for creating the Leadership Team follows:

Leadership Team	Participant Name(s)
Teachers who lead Instructional Teams (e.g., Content Teams; Grade-Level Teams), special education teachers, and English language development teachers	<ul style="list-style-type: none"> • • •
Key Professional Staff (e.g., Counselor, Para-professionals)	<ul style="list-style-type: none"> • •
Parents/community members representing diversity of student body	<ul style="list-style-type: none"> • •
Principal	<ul style="list-style-type: none"> •
Administrator/designee from “feeder pattern” school	<ul style="list-style-type: none"> •
District administrator with decision-making authority	<ul style="list-style-type: none"> •

Leadership Team responsibilities:

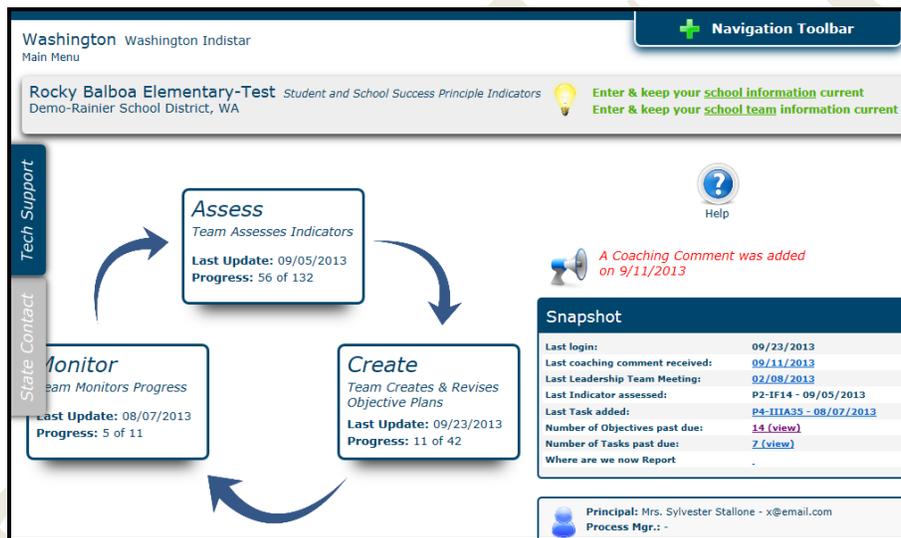
- Ensure the action-planning process engages stakeholders in (a) examining a variety of achievement, demographic, perceptual, and contextual data; (b) assessing school performance based on the Expected Indicators; and (c) facilitating the creation of action plans for selected Indicators (at least one per Student and School Success Principle).
- Serve as a conduit of communication to the faculty and staff; communication strategies include distributing Leadership Team agendas to all staff prior to team meetings and publishing minutes following team meetings.
- Frequently examine school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.
- Monitor and update/revise the Student and School Success Action Plan as needed.

Time Commitment: The Leadership Team will meet regularly (twice a month or more for an hour each meeting) throughout the year, meeting more often as needed to facilitate the action-planning process and to create the Student and School Success Action Plan. The team may also engage the group of key stakeholders at multiple times during the year.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
1. Update Information on Indistar Home Page (School Leadership Team Names and School Information)	Update Leadership Team names and School Information on Indistar® home page, if needed

- Update Leadership Team names to the Indistar® home page
 - Go to the Navigation Toolbar



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



- Select “School Information”; update requested information when prompted



DRAFT

2. 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 school community that tell the school’s story. These data enable stakeholders to deepen their understanding of *facts about the school*, as compared to *feelings about the school*. Data can assist in articulating the school’s strengths; programs and services that have the greatest potential for growth based on current data; and barriers to increasing educator capacity, accelerating student achievement, and closing achievement gaps. Findings and recommendations from their school’s Needs Assessment serve as significant sources of data for Leadership Teams to consider in their action-planning process. Teams are also encouraged to collect and analyze data related to their low-performing subgroups and/or opportunity and achievement gap data, as well as data related to the performance of their All students group.

Purposes: 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 the school’s demographic profile, including the racial, ethnic, and socio-economic factors that may influence school success.
- Provide an accurate picture of current school practices, programs, 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 required to achieve those outcomes.
- Assist instructional teams and staff to set measurable goals and assess progress toward those goals in the short term and over time.
- Guide actions at the student, educator, classroom, and school level essential to improving outcomes for both students and educators.

Process – Collect Data: Assign Leadership Team members to collect achievement, demographic, perceptual, and contextual data (see *What to Collect Worksheet* in Appendix A).

Process – Analyze Data: The Leadership Team should display achievement and other data types in ways that stimulate conversation among stakeholders and enable them to gain understanding essential for completing the *Data Reflection Protocol*. Leadership Team members should clearly label and display all data, since raw data can cause confusion, be misinterpreted, and/or lead to erroneous conclusions.

Sufficient time should be provided for participants to analyze various data sources and complete the *Data Reflection Protocol*. Stakeholders may use their individual responses on the *Protocol* to formulate an aggregate team response on the *Data Reflection Protocol*. Teams should consider questions such as the following in their dialogues:

- What is the demographic make-up of the school?
- How are students, including subgroups of students, performing on state assessments and other measures of achievement? Examples include:
 - How did each student identified for special education services perform on state assessments?
 - How do IEP goals and their measures relate to standards and state assessments?
 - What annual growth is expected from students within their IEPs?
- What support and other programs are offered for all students? To English Language Learners? To students with disabilities? To high-achieving students? To students not yet meeting standard?
- Does the master schedule provide an opportunity for all students to access rigorous and grade-level curriculum?
- Are the most skilled teachers teaching students with the highest needs?
- How does the school involve students, parents, and community in decision-making?
- How does the school promote courageous leadership among staff, students, and parents?
- What inequitable practices should be discontinued and what equitable practices does the school utilize to ensure equality of outcome for all students?
- How are students, including subgroups of students, performing on state assessments and other measures of achievement?
 - For example: How did each student identified for special education services perform on state assessments? How do IEP content areas and goals align with state assessment outcomes? How do IEP goals and their measures relate to standards and state assessments? What annual growth is expected from students within their IEPs?
- What support and other programs are offered for all students? To English Language Learners? To students with disabilities? To high-achieving students? To students not yet meeting standard?
- Does the master schedule provide an opportunity for all students to access rigorous and grade-level curriculum?
- Are the most skilled teachers teaching students with the highest needs?
- How does the school involve students, parents, and community in decision-making?
- How does the school promote courageous leadership among staff, students, and parents?
- What equitable practices does the school utilize to ensure equality of outcome for all students?

The *Data Reflection Protocol*, as well as the Data Carousel activity described in Appendix A, 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. School teams using a different protocol are asked to upload that protocol to *Document Upload* on Indistar®.

Additional information to support school teams in the data collection and analysis process is available in OSPI's *School Improvement Planning Process Guide*. The document may be accessed at:

<http://k12.wa.us/StudentAndSchoolSuccess/SchImprovementPlanGuide.aspx>.

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

Alternate Activity

Each member of the Leadership Team may take a cluster of Expected Indicators and form a mini-focus group of stakeholders outside the Leadership Team to discuss and assess the cluster of Indicators. Team members will collect relevant data for their mini-focus group to use in its deliberations. Stakeholders in the mini-focus group will individually complete the *Data Reflection Protocol* and formulate their collective responses. Both the individual and collective responses should focus on the mini-focus group's cluster of Expected Indicators. Leadership Team members will share the results with the entire team for consideration as the team moves forward in the action-planning process.

Indistar® Action Steps: The screenshots from the Indistar® tool that align to each Indistar® actions follow.

Step in Action Planning	Corresponding Indistar® Action
2. Collect and Analyze Data	<ul style="list-style-type: none"> • Download Data Reflection Protocol from <i>Docs and Links</i> • Upload aggregate Data Reflection Protocol and other data to <i>Document Upload</i> and/or add to Assessment Section on Indistar® (Optional)

- Download *Data Reflection Protocol* from *Docs and Links*

Rocky Balboa Elementary-Test
Demo-Rainier School District

Document Upload Dashboard Tutorial

A new Coaching Comment is available for review

Home Forms to Complete Required Reports Docs & Links

My Online Tool(s)	Description
 Student and School Success Principle Indicators	132 research-based rapid improvement success indicators categorized into seven Turnaround Principles Review Progress
 Indistar Materials and "How-To" Guides	Materials and "How-To" guides for use when utilizing the Indistar Action Planning Tool

Data Reflection Protocol

Responses will be used when assessing *Indicators* in Indistar (Prompt #4 *Please describe the current level of development or implementation.*)

Data Reference:

Essential Questions / Guided Prompts for Demographic and Achievement Data:

- Q1: Ethnic subgroups: *Are any subgroups increasing or decreasing? How do changes compare to the district?*
 - Demographic
 - Achievement
- Q2: Free-reduced meal eligibility (proxy for poverty): *Is your trend increasing or decreasing? What is the change relative to the district?*
 - Demographic
 - Achievement
- Q3: Students with Disabilities: *Is your trend increasing or decreasing? What is the change relative to the district?*
 - Demographic
 - Achievement
- Q4: Transitional / Bilingual (ELL): *Is your trend increasing or decreasing? What is the change relative to the district?*
 - Demographic
 - Achievement:

- 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:

Rocky Balboa Elementary-Test
Demo-Rainier School District

Document Upload | Dashboard Tutorial

A new Coaching Comment is available for review

Home | Forms to Complete | Required Reports | Docs & Links

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- Assessment Section on the Navigation Bar:

Back to Main Menu | Assess | Create | Monitor | School Information | School Team | Demographics | Assessment | Coaching Comments | Meeting Agenda Setup | Where Are We Now?

Resources | Worksheets | Reports

- Update Leadership Team names and School Information on Indistar® home page (*Optional*). Leaders are encouraged to include Special Education and English Language Development teachers on their school's Leadership Team.

- Go to the Navigation Toolbar

Washington Washington Indistar
Main Menu

Rocky Balboa Elementary-Test *Student and School Success Principle Indicators* **Enter & keep your school information current**
Demo-Rainier School District, WA **Enter & keep your school team information current**

Navigation Toolbar

Assess
Team Assesses Indicators
Last Update: 09/05/2013
Progress: 56 of 132

Monitor
Team Monitors Progress
Last Update: 08/07/2013
Progress: 5 of 11

Create
Team Creates & Revises Objective Plans
Last Update: 09/23/2013
Progress: 11 of 42

Snapshot

Last login:	09/23/2013
Last coaching comment received:	09/11/2013
Last Leadership Team Meeting:	02/08/2013
Last Indicator assessed:	P2-IF14 - 09/05/2013
Last Task added:	P4-III(A)35 - 08/07/2013
Number of Objectives past due:	14 (view)
Number of Tasks past due:	7 (view)
Where are we now Report	-

Principal: Mrs. Sylvester Stallone - x@email.com
Process Mgr.: -

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



- Select “School Information”; update requested information when prompted



DRAFT

3. Complete Current Level of Development Review and Collate Results

Overview: The next step in the action-planning process requires Leadership Teams to determine the school's progress (i.e., *No Development or Implementation, Limited Development or Implementation, or Full Implementation*) for Expected Indicators. The team will review only those Expected Indicators that have not been assessed as fully implemented on Indistar®. Findings from the *Review* will support the team to assess new Indicators and to monitor active Indicators in their current plan. Leadership teams are encouraged to examine data related to their low-performing subgroups and/or opportunity and achievement gaps, as well as data related to their All students group, when determining the school's level of development on each Indicator.

Process: Team members individually complete the *Current Level of Development Review* (Appendix A), using their aggregate responses on the *Data Reflection Protocol* to inform their responses. They also use research-based descriptors in Column 2 (referred to as "Wise Ways" on [Indistar](#)), as well as other research-based practices, when considering the school's level of implementation for each Expected Indicator. Wise Ways describe observable practices and behaviors essential for full implementation of the Indicator. Wise Ways also provide a filter or lens through which team members can view the school's current level of development of the Indicator. *Note.* The lists of practices in Column 3 of the *Current Level of Development Review* 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 (Column 4). Moreover, schools are NOT expected to implement *each* research-based practice listed in Column 2 for every Expected Indicator. Instead, school teams should consider the full range of research-based practices that support the Indicator when assessing their school's current level of development and creating their school's Student and School Success Action Plan.

Next, team members then summarize reasons for their assessment, citing evidence from the *Data Reflection Protocol*, Wise Ways descriptors, and other research-based practices aligned with the Indicator. The levels of development roughly align with [Implementation Science](#) (Fixsen, et al.).

- **No Development or Implementation:** The school 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. Fixsen et al. refer to this as the *Exploration* stage.
- **Limited Development or Implementation:** Fixsen et al. describe this as the *Installation or Initial Implementation* stage. In the Installation Stage, the school team is acquiring resources, making essential structural and systemwide changes, and preparing staff. During Initial Implementation, the school 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.

- **Full Implementation:** 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.” Fixsen et al. also refer to this as *Full Implementation*.

The team will next determine a collective assessment of the school’s progress on each Expected Indicator (i.e., *No Development or Implementation; Limited Development or Implementation, or Full Implementation*). This assessment will support the team in completing subsequent steps in the action-planning process. 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 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.

Time Allocation: The Leadership Team will need approximately 30 minutes to individually complete the *Review*. Additional time may be needed to review their *Data Reflection Protocols*.

Note. Teams may also want to review the Wise Ways documents on Indistar®. Directions for accessing those documents are included below.

Indistar® Action Step: The screenshots from the Indistar® tool that align to Indistar® action follows.

Step in Action Planning	Corresponding Indistar® Action
3. Complete <i>Current Level of Development Review</i> and Collate Results	Download <i>Current Level of Development Review</i> from <i>Docs and Links</i>

- Download **Current Level of Development Review** from **Docs and Links**

Rocky Balboa Elementary-Test
Demo-Rainier School District

Document Upload | Dashboard Tutorial

new Coaching Comment is available for review

Home | Forms to Complete | Required Reports | Docs & Links

My Online Tool(s)	Description
Student and School Success Principle Indicators	132 research-based rapid improvement success indicators categorized into seven Turnaround Principles Review Progress
Indistar Materials and "How-To" Guides	Materials and "How-To" guides for use when utilizing the Indistar Action Planning Tool

Current Level of Development Review
Draft 9.28.13

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](#).

Note: Column 3 includes suggested research-based best practices for each Expected Indicator; these are taken from the Wise Ways research documents found on the [Indistar](#) online tool. Lists in Column 3 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 3 as well as evidence of other research-based practices when describing their current level of development (Column 4). Moreover, schools are NOT expected to implement each research-based practice listed in Column 3 for every Expected Indicator. Rather, school teams should consider the full range of research-based practices that support the Indicator when assessing their school's current level of development and creating their school's Student and School Success Action Plan.

Steps in the process include:

- Step 1: Individual respondents review research-based descriptors for each Indicator (Column 3 - Wise Ways).
- Step 2: Each respondent then assesses the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation (Column 2).

- Review Wise Ways for each Expected Indicator on Indistar[®] (*Optional*)

- o Go to the Navigation Toolbar

Washington | Washington Indistar
Main Menu

Rocky Balboa Elementary-Test | Student and School Success Principle Indicators
Demo-Rainier School District, WA

Enter & keep your school information current
Enter & keep your school team information current

Assess
Team Assesses Indicators
Last Update: 09/05/2013
Progress: 56 of 132

Monitor
Team Monitors Progress
Last Update: 08/07/2013
Progress: 5 of 11

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Team Creates & Revises Objective Plans
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Navigation Toolbar

Snapshot

Last login:	09/23/2013
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Number of Objectives past due:	14 (view)
Number of Tasks past due:	7 (view)
Where are we now Report	-

Principal: Mrs. Sylvester Stallone - x@email.com
Process Mgr.: -

○ **Select Resources**



○ **Follow the prompts (see arrows below)**

Resources + Navigation Toolbar

The Resources section of Indistar provides links to instructions on how to use the system, tutorials for each section of the system, websites with additional resources, Indicators in Action which provides video clips of real schools, real teachers, and real teams and how the indicators look in action in their schools.

Indicators, Wise Ways, and Rubrics | System Instructions and Tutorials | Other Resources

Step 1: Select a Level to view.
 Select Level:

Step 2: Select a group of Indicators to view.
 Select Group:

Complete Indicator List

Filter(s): Choose a filter to narrow your Indicator search.
 Key Indicators only

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

Choose a Section to view the Indicators or

Category	Select Section	Subsection I	Subsection II
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○ **Download Wise Ways documents for Expected Indicators**

State: Washington
 Level: School
 Group: Student and School Success Principle Indicators
 Crosswalk: School-Level Expected Indicators
 Count: 17

All Indicators

Choose a Wise Ways® or Rubric to display, if available or

Indicator	Wise Ways®	Rubric
P1-IE06 The principal keeps a focus on instructional improvement and student learning outcomes. (57)	WW	
P2-IF11 Professional development is aligned with identified needs based on staff evaluation and student performance. (2879)	WW	
P2-IF12 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)	WW	
P2-IF14 The school sets goals for professional development and monitors the extent to which it has changed practice. (3378)	WW	
P3-IVD05 The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3058)	WW	
P3-IVD06 The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)	WW	

4. Use Current Level of Development Review to Monitor Active Indicators and Revise Plans

Overview; Continuing schools will have active Indicators in their Student and School Success Action Plan. Before creating new plans for Expected Indicators (next steps in the action-planning process), Leadership Teams should first monitor progress of specific tasks on their active Indicators.

Process: Leadership Teams use the aggregate *Current Level of Development Review* to monitor existing Expected Indicators with active plans. They may also take this opportunity to monitor other Indicators with active plans. The *Monitor* stage enables teams to update progress on individual tasks and make revisions as needed. Findings from the *Current Level of Development Review* and other data support teams in their deliberations. The process enables the team to determine the following for each active Indicator.

- 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.

Time Allocation: The time needed to complete this step will vary based on the number of active Indicators in the school's Student and School Success Action Plan.

Indistar[®] Action Step: The screenshots from the Indistar[®] tool that align to the Indistar[®] action follow.

Step in Action Planning	Corresponding Indistar [®] Action
4. Use <i>Current Level of Development Review</i> to Monitor Active Indicators and Revise Plans	Monitor active Indicators on Indistar [®]

- **Monitor active Indicators on Indistar[®]**
 - **Select Monitor stage**



○ Identify Indicators to monitor

Rocky Balboa Elementary-Test Washington
Monitor - Team Monitors Progress

The objectives listed below are those your team has chosen to include in your plan. Select an objective to update the progress of tasks, or to remove a task from an objective. To edit a plan or task, go back to the Create a Plan process.

Objectives shown in blue are either new objectives needing a plan and/or task created, or objectives with tasks that have not been completed.
Objectives shown in green have all tasks completed and the objective has been met, with evidence and sustainability provided.
Objectives shown in red need additional tasks added to reach full implementation, or the team is undecided if the objective has been met.

Note: Columns with underlined headers are sortable. Click on header name to sort.

School Plan (23 total objectives) Hide Completed Plans

<u>ID</u>	<u>Select Objective to update task progress.</u>	<u>Assigned to</u>	<u>Target Date</u>	<u>Tasks</u>	<u>% Tasks Completed</u>	<u>Objective Met</u>
P1-ID02	Teams that include family and community members will be representative of the demographics of the student population. (3060)	Cash Ewe	10/12/2012	0	0 %	
P1-ID03	All teams will have written statements of purpose and by-laws for their operation. (37)	Literacy Content	11/18/2012	0	0 %	undecided
P1-ID04	All teams will operate with work plans for the year and specific work products to produce. (38)	Ima Learning	10/31/2012	3	33 %	
P1-ID05	All teams will prepare agendas for their meetings. (39)	Cash Ewe	10/09/2012	1	100 %	10/09/2012

○ Monitor tasks, include evidence of completion in “Comments” box, and revise/update plan as needed

MONITOR PLAN

Update or Complete Task Status

1. Update task comments as necessary.
2. Choose a "Completed date" when task has been completed.
3. Click "Save/Update" to save changes.

***Note:** Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working toward meeting the objective.

Task: 1 Tasks: All teachers will design, vet, implement and assess standards aligned, high quality, and rigorous projects once per month in their PLC teams. All students including those served by special education and ELL programs will experience rich and differentiated projects adapted or modified to meets their needs. The expertise of the special education and ELL instructors will be integrated into the design and implementation of all projects.

Frequency: monthly

Comments:

Completed date: [Clear Completed Date](#)

X Delete This Task

5. Assess Expected Indicators on Indistar®

Overview: To update their Student and School Success Action Plan on Indistar®, Leadership Teams must assess the current level of development (i.e., *No Development or Implementation, Limited Development or Implementation, and Full Implementation*) of Expected Indicators aligned with the Student and School Success Principles. Teams use a variety of data, including the results from the *Current Level of Development Review*, when assessing and describing their school's current level of development on Indistar®. This step in the improvement cycle enables teams to clarify gaps between current status and desired outcomes for student achievement and educator practices and to prioritize next steps that will have the greatest impact on student learning. *Note.* Teams are not required to re-assess previously assessed Indicators.

Process: In an earlier step of the action-planning process, stakeholders and the Leadership Team discussed findings, compared individual *Current Level of Development Review* scores for the school, and developed a consensus around the level of development for each Expected Indicator. Teams will enter their collective agreements around the current level of development in the Assess stage of the process on Indistar®, responding to each prompt as it appears (see below). Leadership Teams are encouraged to examine data related to their low-performing subgroups and/or opportunity and achievement gap data when assessing Indicators. This step in the improvement cycle enables teams to clarify gaps between current status and desired outcomes for student achievement and educator practices and to prioritize next steps that will have the greatest impact on student learning.

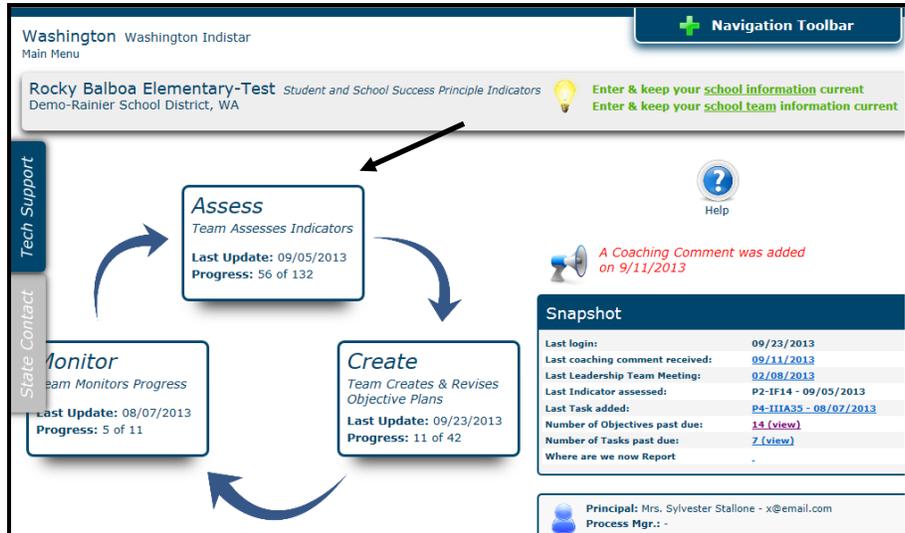
Leadership Teams can review either Wise Ways in Indistar® or Column 2 on the *Current Level of Development Review* document to **evaluate** the extent that their narratives fully describe their school's current level of development for each Indicator. Both sources enable teams to consider a number of research-based strategies when writing their narratives—strategies they may have neglected to include, but are nonetheless present to some degree.

Time Allocation: The Leadership Team will need 1-2 hours to complete this step.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
5. Use <i>Current Level of Development Review</i> to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar®

- Use collective results from *Current Level of Development Review* and other data to assess Indicators for each Student and School Success Principle on Indistar®



- Select Expected Indicators to Assess (follow arrows in diagram), choose Level of Development or implementation, and follow prompts

Step 1

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

Remove Filter(s)

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

Step 2

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

Select Indicator to assess (8)

Code	Key	Indicator
P3-IVD06		The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)
P4-IIA03		The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. (2637)
P4-IIIA07	Key	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
P5-IID12		All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)
P6-IIIC13	Key	All teachers reinforce classroom rules and procedures by positively teaching them. (165)

Step 3

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

[Wise Ways @](#)

P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)

1. Choose your level of Development or Implementation for this Indicator. * required field

No development or Implementation Limited Development or Implementation Full Implementation

* Please complete required fields

Save This Indicator

6. Identify Active Expected Indicator for Each Principle

Overview: This step in the action-planning process on Indistar[®] requires Leadership Teams to identify specific Indicators around which they will create their Student and School Success Action Plan. Priority and Focus Schools are required to have at least one “active” Expected Indicator for each Student and School Success Principle at all times. Leaders in the Office of Student and School Success recommend *all* schools follow that same practice. This ensures the school continues to build educator capacity around those principles described in research as significant in boosting student learning outcomes. *Note.* By definition, “active Indicators” have S.M.A.R.T. Goals with tasks, timelines, and team members managing the objective and monitoring progress.

Leadership teams using Indistar[®] to integrate their Student and School Success Action Plan and Title I Schoolwide Plan may want to identify active Indicators that satisfy requirements for both plans. They should review the required Indicators for Components 4, 6, 7, 8, and 9 (Section IV) before identifying active Expected Indicators to implement in their Student and School Success Action Plan. *Note.* Priority and Focus schools are required to integrate their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar[®].

Process: After reaching consensus for the level of implementation for each Expected Indicator, Leadership Teams will identify the “active” Expected Indicator for each Student and School Success Principle. Teams should consider both “Priority” and “Opportunity” when selecting their active Indicators. For instance, Indicators identified as both “highest priority” and “relatively easy to address” may be among the first Expected Indicators selected. Teams integrating their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar[®] should also review the required Indicators for Components 4, 6, 7, 8, and 9 (Section IV) before selecting their active Indicators. *Note.* Schools that have fully implemented all Expected Indicators for a specific Student and School Success Principle will select their active Indicator for that principle from the full list of Indicators on Indistar[®].

Time Allocation: The Leadership Team will need 30 minutes to complete this step.

7. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator

Overview: Leadership Teams engage key teacher-leaders, staff teams, and others in the school community in creating the tasks, timelines, etc. for active Indicators. For example, the Leadership Team may ask the school's Professional Development Committee to shepherd the process of creating, implementing, and monitoring Expected Indicators that focus on the school's professional development system (Principle 2). The team might ask a different group of teachers—those with expertise in data analysis—to participate in creating the plans for Expected Indicators that focus on use of data (Principle 5). The success of the school in fully implementing any Indicator rests on the engagement of teachers, leaders, and others across the school community in creating and implementing action plans, as well as monitoring progress toward completion of identified tasks.

Laba (2011) describes the significance of this step in the change process when she asserts, "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" (p. 35).

Process: A member of the Leadership Team or teacher-leader facilitates the process of creating the action plan with S.M.A.R.T. Goals. Leadership Teams should examine specific educator practices that may be contributing to low subgroup performance and/or opportunity and achievement gaps.

Teams are encouraged to use the *S.M.A.R.T. Goal Rubric* (Appendix A) 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. Goal:

- 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?

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®.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
7. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator (if needed)	Create Student and School Success Action Plan for active Indicators on Indistar®

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

Rocky Balboa Elementary-Test
Demo-Rainier School District

Document Upload | Dashboard Tutorial

A new Coaching Comment is available for review

Home | Forms to Complete | Required Reports | Docs & Links

My Online Tool(s)	Description
Student and School Success Principle Indicators	132 research-based rapid improvement success indicators categorized into seven Turnaround Principles Review Progress
Indistar Materials and "How-To" Guides	Materials and "How-To" guides for use when utilizing the Indistar Action Planning Tool

- Create Student and School Success Action Plan on Indistar® – follow prompts

Washington Washington Indistar
Main Menu

Rocky Balboa Elementary-Test Student and School Success Principle Indicators
Demo-Rainier School District, WA

Enter & keep your school information current
Enter & keep your school team information current

Navigation Toolbar

Help

A Coaching Comment was added on 9/11/2013

Assess
Team Assesses Indicators
Last Update: 09/05/2013
Progress: 56 of 132

Monitor
Team Monitors Progress
Last Update: 08/07/2013
Progress: 5 of 11

Create
Team Creates & Revises Objective Plans
Last Update: 09/23/2013
Progress: 11 of 42

Snapshot

Last login:	09/23/2013
Last coaching comment received:	09/11/2013
Last Leadership Team Meeting:	02/08/2013
Last Indicator assessed:	P2-1F14 - 09/05/2013
Last Task added:	P4-111A35 - 08/07/2013
Number of Objectives past due:	14 (view)
Number of Tasks past due:	7 (view)
Where are we now Report	-

Principal: Mrs. Sylvester Stallone - x@email.com
Process Mgr.: -

8. Implement Action Plan and Monitor Implementation and Impact

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 implementation phase of the change process. Additionally, 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 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). The Leadership Team can support individual teams in the implementation phase by facilitating professional development and technical assistance, garnering additional resources, and serving as conduit for communication with the school community.

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 school community to understand where the school is in the implementation process, as well as the impact of collective efforts in changing educator practice and boosting student achievement. Progress monitoring also engages teams in determining additional tasks needed to ensure the practice described in the Indicator is fully developed and systems are in place to sustain the practice over time.

Teams use Indistar[®] to track 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 active Indicator.

- 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 a variety of strategies to **evaluate** both implementation and impact of their action plans. They gather a variety of formative feedback from their peers as they build their capacity to effectively implement new practices (e.g., peer observations, learning walks, and perceptual surveys indicating agreement around use of the new strategy, its impact on students, availability of resources, what is working well, and additional support to implement the strategy

with fidelity). Teams use these data, as well as a variety of student achievement data, to *monitor* progress and update individual tasks to address needed changes in either the strategies identified in the action plan or implementation processes.

Time Allocation: The time needed to complete this step will vary based on the number of active Indicators in the school's Student and School Success Action Plan.

Indistar[®] Action Step: The screenshots from the Indistar[®] tool that align to the Indistar[®] action follow.

Step in Action Planning	Corresponding Indistar [®] Action
8. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar [®] and revise/add tasks if needed

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

The screenshot displays the Indistar web application interface. At the top, it shows the user's location as 'Washington' and the school as 'Rocky Balboa Elementary-Test'. A navigation toolbar is visible in the top right corner. The main content area features a cycle of three stages: 'Assess', 'Monitor', and 'Create', connected by blue arrows. The 'Monitor' stage is highlighted with a red arrow pointing to it from the left. The 'Monitor' stage shows 'Team Monitors Progress' with a last update of 08/07/2013 and progress of 5 of 11. The 'Assess' stage shows 'Team Assesses Indicators' with a last update of 09/05/2013 and progress of 56 of 132. The 'Create' stage shows 'Team Creates & Revises Objective Plans' with a last update of 09/23/2013 and progress of 11 of 42. A 'Snapshot' section on the right provides a summary of recent activity, including the last login, last coaching comment received, last leadership team meeting, last indicator assessed, last task added, number of objectives past due, and number of tasks past due. The interface also includes a 'Help' icon and a notification about a coaching comment added on 9/11/2013.

○ Identify Indicators to monitor and follow prompts

Rocky Balboa Elementary-Test Washington + Navigation Toolbar

Monitor - Team Monitors Progress

The objectives listed below are those your team has chosen to include in your plan. Select an objective to update the progress of tasks, or to remove a task from an objective. To edit a plan or task, go back to the Create a Plan process.

Objectives shown in blue are either new objectives needing a plan and/or task created, or objectives with tasks that have not been completed.

Objectives shown in green have all tasks completed and the objective has been met, with evidence and sustainability provided.

Objectives shown in red need additional tasks added to reach full implementation, or the team is undecided if the objective has been met.

Note: Columns with underlined headers are sortable. Click on header name to sort.

School Plan (23 total objectives) Hide Completed Plans

ID	Select Objective to update task progress.	Assigned to	Target Date	Tasks	% Tasks Completed	Objective Met
P1-ID02	Teams that include family and community members will be representative of the demographics of the student population. (3060)	Cash Ewe	10/12/2012	0	0 %	
P1-ID03	All teams will have written statements of purpose and by-laws for their operation. (37)	Literacy Content	11/18/2012	0	0 %	undecided
P1-ID04	All teams will operate with work plans for the year and specific work products to produce. (38)	Ima Learning	10/31/2012	3	33 %	
P1-ID05	All teams will prepare agendas for their meetings. (39)	Cash Ewe	10/09/2012	1	100 %	10/09/2012

○ Monitor tasks, include evidence of completion in “Comments” box, and revise/update plan as needed

MONITOR PLAN

Update or Complete Task Status

1. Update task comments as necessary.
2. Choose a "Completed date" when task has been completed.
3. Click "Save/Update" to save changes.

***Note:** Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working toward meeting the objective.

Task: 1 Tasks: All teachers will design, vet, implement and assess standards aligned, high quality, and rigorous projects once per month in their PLC teams. All students including those served by special education and ELL programs will experience rich and differentiated projects adapted or modified to meets their needs. The expertise of the special education and ELL instructors will be integrated into the design and implementation of all projects.

Frequency: monthly

Comments:

Completed date: [Clear Completed Date](#)

X Delete This Task

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

This section includes:

- Summary of Title I Schoolwide Plan requirements, and
- Description of process for using Indistar® to address the 10 required components of Title I Schoolwide Plans.

The detailed instructions in this section will guide Leadership Teams in Priority and Focus schools to effectively integrate their Student and School Success Action Plan and Title I Schoolwide Plan. Additionally, any school choosing to use Indistar® as it creates and implements its Title I Schoolwide Plan may use the process described below. Note. Priority and Focus schools are *required* to integrate their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar®.

Leadership Teams will find the process for creating and implementing Schoolwide Plans is similar to the action-planning process for Student and School Success Action Plans. Both are (a) continuous, (b) anchored in current research and data, (c) informed by and engage stakeholders, (d) frequently monitored to determine both implementation and impact of selected strategies, and (e) revised as needed to increase the effectiveness of the reform strategies identified in the plan.

Summary of Title I Schoolwide Plan Requirements

A Title I, Part A Schoolwide Program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I, Part A school. The primary goal of the schoolwide program model is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. A Title I Schoolwide Program Plan includes ten (10) required components. (*ESEA Sec.1114(b)(1)(A-J)*) (*34 CFR 200.25*)

The required components are addressed through three (3) core elements of a schoolwide program:

- **Core Element 1 – Comprehensive Needs Assessment:** A school operating a schoolwide program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas of student achievement.
 - Component 1: Comprehensive Needs Assessment
- **Core Element 2 – Comprehensive Plan:** The school must develop a comprehensive plan that includes reform strategies that describe how it will achieve the goals that have been identified from the results of a needs assessment.
 - Component 2: Schoolwide Reform Strategies
 - Component 3: Instruction by Highly Qualified Staff
 - Component 4: Professional Development

- Component 5: Attract and Retain High-Quality, Highly Qualified Teachers
- Component 6: Strategies to Increase Parent/Family Involvement
- Component 7: Transition Plans for Preschools and Between Grade Levels
- Component 8: Teachers Included in Assessment Decisions
- Component 9: Provide Assistance to Students Experiencing Difficulty
- Component 10: Coordination and Integration of Federal, State and Local Services
- **Core Element 3 – Annual Evaluation:** The school must evaluate annually the outcomes and the plan’s implementation to determine whether the academic achievement of all students, and particularly of low-achieving students’, goals and objectives were achieved. *(Non-Regulatory Guidance Designing Schoolwide Programs, March 2006, Core Elements of a Schoolwide Program, pages 5-6) (34 CFR 200.26)*

Description of Process for Using Indistar[®] to Address the 10 Required Components of Title I Schoolwide Plans

Table X outlines the steps and associated Indistar[®] actions for teams integrating their Student and School Success Plan and Title I Schoolwide Plan in Indistar[®].

- Steps 1, 2, and 3 describe how teams will begin the process of integrating their two plans.
- Step 4 details the process Leadership Teams will use to upload evidence for components of the Title I Schoolwide Plan that do not have corresponding Indicators in Indistar[®] (i.e., Components 1, 2, 3, 5, and 10).
- Steps 5 through 8 and 10 explain how teams will address components with corresponding Indistar[®] Indicators (i.e., Components 4, 6, 7, 8, and 9).
- Step 9 describes the process for Leadership Teams to submit their Title I Schoolwide Plan in Indistar[®] for review by OSPI’s Title I Division.

Table X. Steps to Integrate Student and School Success Action Plan and Schoolwide Plan and Corresponding Indistar[®] Action

Step	Corresponding Indistar[®] Action
11. Locate Title I Component folders for collecting evidence in Indistar [®] (See Appendix B.2)	Open <i>Document Upload</i> tab
12. Open and review webform " <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> " (See Appendix B.1)	<ul style="list-style-type: none"> • Open <i>Forms to Complete</i> tab • Click on <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> to open the webform
13. Upload current Title I Schoolwide Plan in Indistar [®] (See Appendix B.2)	<ul style="list-style-type: none"> • Open <i>Document Upload</i> tab • Upload current plan to folder titled <i>Title I Schoolwide Plan Documents Misc.</i>
14. Collect required evidence for Components 1, 2, 3, 5, and 10 (See Appendix B.2)	<ul style="list-style-type: none"> • Open <i>Document Upload</i> tab • Upload evidence to appropriate folder in the <i>Document Upload</i> tab, using naming protocol to label each document • Check applicable boxes in the <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> for each Component • Save changes to checklist before closing webform
15. Identify specific Indistar [®] Indicators that align with the school's schoolwide strategies for Components 4, 6, 7, 8, and 9 (See Appendix B.2)	<ul style="list-style-type: none"> • Open <i>Document Upload</i> tab • Upload evidence to appropriate folder in the <i>Document Upload</i> tab, using naming protocol to label each document • Check the applicable boxes in the <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> for each Component • Save changes to checklist before closing webform
16. Monitor Indicators in current Student and School Success Plan and revise plans (If applicable)	<ul style="list-style-type: none"> • Monitor active Indicators in Indistar that align with the Title I Schoolwide Indicators for Components 4, 6, 7, 8 and 9. • Review S.M.A.R.T. Goals, Tasks, and Timelines to ensure alignment with Title I Schoolwide Plan requirements • Create and/or revise tasks and timelines as needed to ensure alignment with Title I Schoolwide Plan requirements
17. Assess Indicators from Step 4 that are not included in the school's Student and School Success Action Plan	Assess newly identified Indicators in Indistar [®]
18. Create Action Plans with S.M.A.R.T. Goals for each Indicator identified in Step 4	Create Action Plans in Indistar [®] for newly identified Indicators
19. Complete <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> (See Appendix B.1)	Click "Save and Send for Review" to submit webform to OSPI's Title I Division
20. Implement Student and School Success Action Plan/Title I Schoolwide Plan and monitor implementation and impact	<ul style="list-style-type: none"> • Monitor active Indicators in Indistar[®] and revise/add tasks if needed • Upload annual evaluation (Core Element 3 for Title I Schoolwide Programs) in Indistar[®]

1. Locate Title I Component Folders for Collecting Evidence in Indistar®

Overview: Leadership Teams submit evidence for each of the 10 components in Indistar. Individual folders have been uploaded to each school's Indistar *Document Upload* tab. In addition to the 10 folders for the components, a folder titled *Title I Schoolwide Plan Misc. Documents* is also included. Schools may use the folder to upload their current Title I Schoolwide Plan, annual evaluation documents (Core Element 3), and other relevant documents.

Process: The screen shots below depict steps to locate the folders used to submit evidence for each component. *Note.* See Appendix B.2 for additional support to upload evidence to folders in Indistar®.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step	Corresponding Indistar® Action
1. Locate Title I Component folders for collecting evidence in Indistar®	Open <i>Document Upload</i> tab

- **Open Document Upload tab and review list of folders**

Rocky Balboa Elementary-Test
Demo-Rainier School District

Document Upload | Dashboard Tutorial

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Home | Forms to Complete | Required Reports | Docs & Links

My Online Tool(s)	Description
Student and School Success Principle Indicators	132 research-based rapid improvement success indicators categorized into seven Turnaround Principles Review Progress
Indistar Materials and "How-To" Guides	Materials and "How-To" guides for use when utilizing the Indistar Action Planning Tool

Rocky Balboa Elementary-Test - Document Upload [Back to Dashboard](#)

Upload a New File...

8 - files uploaded of 200 - files allowed [Document Upload Instructions](#)

Folder (select a folder to view files)

- Title I School Wide Plan - Misc. Documents 0 file(s)
- Title I Schoolwide Plan - #1: Comprehensive Needs Assessment 0 file(s)
- Title I Schoolwide Plan - #10: Coordination and Integration of Federal, State, and Local Services 0 file(s)
- Title I Schoolwide Plan - #2: Schoolwide Reform Strategies 0 file(s)

2. Open and Review Webform “Title I Schoolwide Plan Required Components Checklist of Evidence/Actions”

Overview: Leadership Teams use the webform “Title I Schoolwide Plan Required Components Checklist of Evidence/Actions” in Indistar® to track and record implementation of each of the 10 required components of a Title I Schoolwide Plan. After Leadership Teams complete and submit the webform in Indistar®, staff from OSPI’s Title I Division will review the checklist, evidence uploaded to the Title I component folders in the *Document Upload* tab, and action plans for Indicators in Indistar®.

Process: Team members open the webform “Title I Schoolwide Plan Required Components Checklist of Evidence/Actions” in the *Forms to Complete* tab in Indistar®. Teams should note the following as they review the webform:

- The required information at the top of the form (e.g., School name, District name) will be completed by teams before submitting the webform for review by OSPI’s Title I Division.
- A list of ten components follows. Components 1, 2, 3, 5, and 10 are written in green font, and Components 4, 6, 7, 8, and 9 are written in blue font.
- Components written in green font (i.e., 1, 2, 3, 5, and 10) include multiple sources of evidence teams upload to demonstrate implementation of the required component. Teams may also add “other” evidence. See *Step 4: Collect Required Evidence for Components 1, 2, 3, 5, and 10* for specific directions for these components.
- Components written in blue font (i.e., 4, 6, 7, 8, and 9) include both Indistar Indicators and multiple sources of evidence. See *Step 5: Identify Specific Indicators that Will Be Included as Part of the Schoolwide Strategies for Components 4, 6, 7, 8, and 9* for specific directions for these components.
- The bottom of the form includes several buttons (e.g., *Save* and *Save and Preview*). **Since there is not an “Auto-Save” feature in Indistar®, teams should frequently click on “Save” when working on the webform.**

Note. See Appendix B.1 for directions to access and complete the webform. Appendix B.1 includes a description of the process OSPI’s Title I Division will use to review the submitted webform and evidence.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® actions follow.

Step	Corresponding Indistar® Action
2. Open and review webform <i>“Title I Schoolwide Plan Required Components Checklist of Evidence/Actions”</i>	<ul style="list-style-type: none"> • Open <i>Forms to Complete</i> tab • Click on <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> to open the webform

- **Open Forms to Complete tab**

Rocky Balboa Elementary-Test
Demo-Rainier School District

Document Upload | Dashboard Tutorial

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Home | **Forms to Complete** | Required Reports | Docs & Links

My Online Tool(s)	Description
Student and School Success Principle Indicators	132 research-based rapid improvement success indicators categorized into seven Turnaround Principles
Indistar Materials and "How-To" Guides	Materials and "How-To" guides for use when utilizing the Indistar Action Planning Tool

- **Click on Title I Schoolwide Plan Required Components Checklist of Evidence/Actions to open and review the webform**

State of Washington
Office of Superintendent of Public Instruction
OSPI
Office of Student & School Success

Rocky Balboa Elementary-Test
Demo-Rainier School District

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Home | **Complete Forms** | Submit Forms/Reports | Docs & Links

Click on each form to update, save, and/or send for review, if applicable. To submit a copy of the form to your state department, please go to the 'Submit Forms/Reports' tab to find the due date and submit button.

*This icon denotes a reviewable form.

Form	Status	Description/Instructions
Title I Schoolwide Plan Required Components Checklist of Evidence/Actions		<p>A checklist of evidence and actions to be completed by schools merging their Title I Part A Schoolwide Plan and the Indistar Action Plan.</p> <ul style="list-style-type: none"> For Feb 28th: Ensure that Components 1,2,3,5,&10 (those in green on the form) have been addressed, supplemental evidence has been uploaded, and the form has been submitted by Feb 28th. For May 30th: All remaining components (those in blue on the form) are to be addressed (with supplemental evidence uploaded and corresponding indicators planned for) by May 30th.

- **Complete information at top of form**

Washington

Title I Schoolwide Plan Required Components Checklist of Evidence/Actions for Indistar "Document Upload Feature"

Ensure that Components 1,2,3,5,&10 (those in green) have been addressed, supplemental evidence has been uploaded, and the form has been submitted by Feb 28th.

All remaining components (those in blue) are to be addressed (with supplemental evidence uploaded and corresponding indicators planned for) by May 30th.

Page 1 of 1

School:

District:

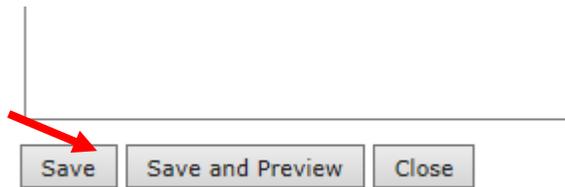
Key Contact:

Name:

Email:

Phone:

- Click “Save” at bottom of webform frequently to save information



- Review components written in green font (#1, 2, 3, 5, and 10)

Number 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.

Check the applicable box(es) below, and upload the evidence in the **"Title I Schoolwide Plan – Comprehensive Needs Assessment"** folder in your Indistar document upload feature:

- Identify data sources (includes External Needs Assessment [CEE or BERC], Internal Needs Assessment)
- Demographics-overview of school
- Perceptions/directional focus of program (includes Staff, Student, and Parent/Family Surveys)
- Data analysis-outcome based performance over time for "all students" group and subgroups.
- Ongoing monitoring of program
- Other

If other:

Number 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.

Check the applicable box(es) below, and upload the evidence in the **"Title I Schoolwide Plan - Schoolwide Reform Strategies"** folder in your Indistar document upload feature:

-

- Review components written in blue font (#4, 6, 7, 8, and 9)
(Note that both the Indistar Indicator and uploaded evidence must be checked)

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

Check the Indicator(s) you've included in your comprehensive plan as part of your schoolwide reform strategies:

- 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.

Check the applicable box(es) below, and upload the evidence in the **"Title I Schoolwide Plan - Professional Development Activities"** folder in your Indistar document upload feature:

- Supportive professional development activities
- Other

If other:

3. Upload Current Title I Schoolwide Plan in Indistar® (if available)

Overview: Similar to the action-planning process for Student and School Success Action Plans, the process for creating and implementing Schoolwide Plans is continuous and frequently monitored to determine both implementation and impact of selected strategies. Because of this alignment between the two planning processes, Leadership Teams use their school’s current Title I Schoolwide Plan (if available) to inform their work around integrating the Student and School Success Action Plan with the Title I Schoolwide Plan.

Process: Team members upload the school’s current Title I Schoolwide Plan to the folder titled *Title I Schoolwide Plan Documents Misc.* Note. See Appendix B.2 for additional directions for uploading documents in Indistar®.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® actions follow.

Step	Corresponding Indistar® Action
3. Upload current Title I Schoolwide Plan in Indistar®	<ul style="list-style-type: none"> • Open <i>Document Upload</i> tab • Upload current plan to folder titled <i>Title I Schoolwide Plan Documents Misc.</i>

- **Open Document Upload tab**

Rocky Balboa Elementary-Test
Demo-Rainier School District

Document Upload | Dashboard Tutorial

A new Coaching Comment is available for review

Home | Forms to Complete | Required Reports | Docs & Links

My Online Tool(s)	Description
Student and School Success Principle Indicators	132 research-based rapid improvement success indicators categorized into seven Turnaround Principles Review Progress
Indistar Materials and "How-To" Guides	Materials and "How-To" guides for use when utilizing the Indistar Action Planning Tool

- **Upload current Title I Schoolwide Plan to folder titled *Title I Schoolwide Plan Documents Misc.***

Rocky Balboa Elementary-Test - Document Upload [Back to Dashboard](#)

Upload a New File...

8 - files uploaded of 200 - files allowed [Document Upload Instructions](#)

Folder (select a folder to view files)

- Title I School Wide Plan - Misc. Documents 0 file(s)
- Title I Schoolwide Plan - #1: Comprehensive Needs Assessment 0 file(s)
- Title I Schoolwide Plan - #10: Coordination and Integration of Federal, State, and Local Services 0 file(s)
- Title I Schoolwide Plan - #2: Schoolwide Reform Strategies 0 file(s)

4. Collect Required Evidence for Components 1, 2, 3, 5, and 10

Overview: Supporting evidence for Schoolwide Components 2 through 10 must be included in the Title I Schoolwide Plan; supporting documentation must be uploaded to the corresponding folder in the *Document Upload* tab. Step 4 in the process requires Leadership Team to collect evidence for the five components that do not have corresponding Indistar[®] Indicator(s) (i.e., 1, 2, 3, 5, and 10). This evidence will be reviewed by OSPI's Title I Division to determine alignment of the Title I Schoolwide Plan with federal requirements for these components of Title I Schoolwide Programs.

Process: Team members collect documentation for Components 1, 2, 3, 5, and 10 and check the corresponding boxes on their *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* webform. Because the webform does not have an "auto-save" feature, teams are encouraged to frequently save their work.

The protocol for naming documents before saving them to the folders in Indistar[®] follows:

- Use the number and letter that precede the name of each piece of evidence listed on the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* webform to name their evidence.
- Begin the name of the document with the number and letter for the specific piece of evidence (e.g., "1.A" for evidence that satisfies the first checkbox under Component 1).
- The title of the document follows the number and letter. For example, a Comprehensive Needs Assessment uploaded for Component 1 would be labeled "1.A External Comprehensive Needs Assessment 2013."

Teams may upload multiple documents to satisfy one checkbox. For example, they may upload both "1.A Internal Comprehensive Needs Assessment 2013" and "1.A External Comprehensive Needs Assessment 2013." See Appendix B.2 for directions to upload evidence.

The following information will guide teams as they select evidence for these five components.

- *Core Element 1 – Component 1: Comprehensive Needs Assessment:* The comprehensive needs assessment is the vehicle for clarifying the direction and the needs of the schoolwide program to improve student achievement. This assessment is based on data that should be disaggregated and cross-analyzed to identify the academic needs of educationally disadvantaged students. The four areas of data include student achievement, perception, school programs and processes, and demographic.

Note. All Priority and Focus schools are required to complete a needs assessment. Documentation and findings from the needs assessment

process conducted by or for the school must be uploaded to the *Comprehensive Needs Assessment* folder.

Core Element 2 – Components 2, 3, 5, and 10: Comprehensive Plan:

A comprehensive plan must include schoolwide reform strategies that create a **systematic** approach to provide additional tiered instruction and interventions to help low-achieving students and the whole school population. Reform strategies should:

- Address the academic needs of all students in the school, with an emphasis on low-achieving students and students who are most at-risk of not meeting state learning standards.
- Utilize scientifically based research (SBR) that:
 - Strengthens the core academic program in the school.
 - Increases the amount and quality of learning time (appropriate achievement-based activities before school, after school, during the summer, and/or during an extension of the school year, and providing an enriched and accelerated curriculum).
 - Includes strategies for meeting the educational needs of historically underserved- underperforming-student populations.
- Address how the school evaluates how the selected reform strategies have a positive impact on meeting student academic needs.

The plan must contain student achievement goals that are specific, measurable, attainable, realistic, time-bound, and focused on increasing achievement for all students in the school.

Details regarding documentation for Components 2, 3, 5, and 10 follow.

- *Component 2:* Schoolwide reform strategies should describe the school's multi-tiered intervention system approach to meet the additional instructional needs of struggling students. Documentation for this component will be uploaded to the Component 2 folder in the *Document Upload* tab. There are no corresponding Principles/Indicators for this component.
- *Schoolwide Components 3 and 5:* These must be addressed with separate documents uploaded to the corresponding folder in the *Document Upload* tab. There are no corresponding Principles/Indicators for these components.
- *Schoolwide Component 10:* This must be addressed using a specific format (Table 2 in Appendix B.4); this document will be uploaded to the Component 10 folder in the *Document Upload* tab. Appendix B.4 provides details for teams to complete the required documentation. There are no corresponding Principles/Indicators for this component.

Time Commitment: The time needed to complete this step will vary based on the amount of evidence the Leadership Team has already collected and included in

its current Title I Schoolwide Plan and/or Student and School Success Action Plan.

Indistar[®] Action Step: The screenshots from the Indistar[®] tool that align to the Indistar[®] actions follow.

Step	Corresponding Indistar [®] Action
4. Collect required evidence for Components 1, 2, 3, 5, and 10	<ul style="list-style-type: none"> • Open <i>Document Upload</i> tab • Upload evidence to appropriate folder in the <i>Document Upload</i> tab, using naming protocol to label each document • Check applicable boxes in the <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> for each Component • Save changes to checklist before closing webform

• **Open Document Upload tab**

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Demo-Rainier School District

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My Online Tool(s)	Description
Student and School Success Principle Indicators	132 research-based rapid improvement success indicators categorized into seven Turnaround Principles Review Progress
Indistar Materials and "How-To" Guides	Materials and "How-To" guides for use when utilizing the Indistar Action Planning Tool

• **Upload evidence to appropriate folder in the *Document Upload* tab, using naming protocol to label each document (See Appendix B.2 for directions to upload evidence)**

Rocky Balboa Elementary-Test - Document Upload

Upload a New File...

8 - files uploaded of 200 - files allowed [Document Upload Instructions](#)

Folder (select a folder to view files)

- Title I School Wide Plan - Misc. Documents 0 file(s)
- Title I Schoolwide Plan - #1: Comprehensive Needs Assessment 0 file(s)
- Title I Schoolwide Plan - #10: Coordination and Integration of Federal, State, and Local Services 0 file(s)
- Title I Schoolwide Plan - #2: Schoolwide Reform Strategies 0 file(s)

• **Check applicable boxes in the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* for each Component**

Number 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.

Check the applicable box(es) below, and upload the evidence in the "*Title I Schoolwide Plan – Comprehensive Needs Assessment*" folder in your Indistar document upload feature:

- Identify data sources (includes External Needs Assessment [CEE or BERC], Internal Needs Assessment)
- Demographics-overview of school
- Perceptions/directional focus of program (includes Staff, Student, and Parent/Family Surveys)
- Data analysis-outcome based performance over time for "all students" group and subgroups.
- Ongoing monitoring of program
- Other

If other:

Number 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.

Check the applicable box(es) below, and upload the evidence in the "*Title I Schoolwide Plan – Schoolwide Reform Strategies*" folder in your Indistar document upload feature:

- Frequently click "Save" at bottom of webform to save information

 Save Save and Preview Close

5. Identify Specific Indistar® Indicators that Align with the School's Schoolwide Strategies for Components 4, 6, 7, 8, and 9

Overview: As shown in Table Y below, required components of Title I Schoolwide Plans (i.e., 4, 6, 7, 8, and 9) correspond to specific Indistar Indicators that are allowable under Title I, Part A requirements. Leadership Teams (a) review each component and corresponding Indistar Indicator(s) and (b) identify those that are consistent with their selected schoolwide strategies for that component. Teams are required to give preference to Indicators that align with the active Expected Indicators they identified for their Student and School Success Action Plan.

Process: Team members open the webform “Title I Schoolwide Plan Required Components Checklist of Evidence/Actions” in the *Forms to Complete* tab in Indistar® and review the list of Indistar® Indicators for Components 4, 6, 7, 8, and 9. Teams identify and include a minimum of one corresponding indicator for each schoolwide component in their Student and School Success Action Plan. Indicators with an asterisk (*) have been designated by the Office of Student and School Success as “Expected” Indicators. These Expected Indicators must be given preference when selecting a corresponding indicator to include in the comprehensive plan.

Time Commitment: The time needed to complete this step will vary based on the number of Title I Schoolwide Component Indicators included in the school’s current Student and School Success Plan.

Table Y. Schoolwide Components and Principles/Indicator Alignment

Schoolwide Component	Principles/Indicator	
High Quality Professional Development (4)	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
Parent Involvement (6)	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-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).
	P3-IVD02	The school provides opportunities for members of the school community to meet for purposes related to students' learning.

	P7-IVA01 *	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.
Student Transitions (7)	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).
Measures to include teachers in decision making regarding the use of assessments (8)	P3-IVD05 *	The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.
	P5-IID05	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
	P4-IIA02	Units of instruction include standards-based objectives and criteria for mastery.
Effective Timely Assistance to Students (9)	P1-ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
	P5-IID11	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).
	P4-IIIA07 *	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

NOTE: * Office of Student and School Success "Expected" Indicators

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® actions follow.

Step	Corresponding Indistar® Action
5. Identify specific Indistar® Indicators that align with the school's schoolwide strategies for Components 4, 6, 7, 8, and 9	<ul style="list-style-type: none"> • Open <i>Document Upload</i> tab • Upload evidence to appropriate folder in the <i>Document Upload</i> tab, using naming protocol to label each document • Check the applicable boxes in the <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> for each Component • Save changes to checklist before closing webform

- **Open Document Upload tab**

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My Online Tool(s)	Description
Student and School Success Principle Indicators	132 research-based rapid improvement success indicators categorized into seven Turnaround Principles Review Progress
Indistar Materials and "How-To" Guides	Materials and "How-To" guides for use when utilizing the Indistar Action Planning Tool

- **Upload evidence to appropriate folder in the Document Upload tab, using naming protocol to label each document (See Appendix B.2 for directions to upload evidence)**

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Upload a New File...

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Folder (select a folder to view files)

- Title I School Wide Plan - Misc. Documents 0 file(s)
- Title I Schoolwide Plan - #1: Comprehensive Needs Assessment 0 file(s)
- Title I Schoolwide Plan - #10: Coordination and Integration of Federal, State, and Local Services 0 file(s)
- Title I Schoolwide Plan - #2: Schoolwide Reform Strategies 0 file(s)

- **Check applicable boxes in the Title I Schoolwide Plan Required Components Checklist of Evidence/Actions for each Component**

Number 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.

Check the applicable box(es) below, and upload the evidence in the "Title I Schoolwide Plan – Comprehensive Needs Assessment" folder in your Indistar document upload feature:

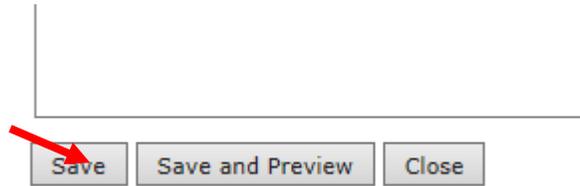
- Identify data sources (includes External Needs Assessment [CEE or BERC], Internal Needs Assessment)
- Demographics-overview of school
- Perceptions/directional focus of program (includes Staff, Student, and Parent/Family Surveys)
- Data analysis-outcome based performance over time for "all students" group and subgroups.
- Ongoing monitoring of program
- Other

If other:

Number 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.

Check the applicable box(es) below, and upload the evidence in the "Title I Schoolwide Plan - Schoolwide Reform Strategies" folder in your Indistar document upload feature:

- Frequently click “Save” at bottom of webform to save information



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6. Monitor Indicators in Current Student and School Success Plan and Revise Plans (if applicable)

Overview: Leadership Teams with current Student and School Success Action Plans may have already created S.M.A.R.T. Goals, tasks, and timelines for some or all of the Indicators for Title I Schoolwide Components 4, 6, 7, 8, and/or 9. If so, teams will review the action plans created for these Indicators to ensure alignment with Title I Schoolwide Plan requirements. Based on this review, teams may need to adjust current goals, tasks, and timelines to satisfy expectations for Title I Schoolwide Plans.

Process: The *Monitor* stage enables Leadership Teams to update progress on individual tasks and make revisions as needed. Teams use a variety of resources to monitor and revise existing Expected Indicators to ensure alignment with Title I Schoolwide Plan requirements. These include:

- Data, findings and recommendations in their Comprehensive Needs Assessment (Component 1)
- Methods and instructional strategies implemented as part of their Schoolwide Reform Strategies (Component 2)
- Current Title I Schoolwide Plan
- Requirements for Components 4, 6, 7, 8, and 9
- Other data identified by the Leadership Team

The process enables the team to determine the following for each active Indicator.

- Individual tasks align with requirements for Components 4, 6, 7, 8, and/or 9; no additional tasks are needed at this time for these Indicators; OR
- Additional tasks are required for full implementation of the Indicator and/or some tasks need to be modified to ensure alignment with requirements for Components 4, 6, 7, 8, and/or 9; OR
- All tasks have been completed, and the Indicator is fully implemented and aligns with requirements for Components 4, 6, 7, 8, and/or 9.

Note. Teams may want to re-assess these Indicators in Indistar[®]. Appendix B.3 provides directions for teams to re-assess their Indicators.

Time Allocation: The time needed to complete this step will vary based on the number of active Indicators in the school’s Student and School Success Action Plan.

Indistar[®] Action Step: The screenshots from the Indistar[®] tool that align to the Indistar[®] actions follow.

Step	Corresponding Indistar [®] Action
6. Monitor Indicators in current Student and School Success Plan and revise plans (If applicable)	<ul style="list-style-type: none"> • Monitor active Indicators in Indistar that align with the Title I Schoolwide Indicators for Components 4, 6, 7, 8 and 9. • Review S.M.A.R.T. Goals, Tasks, and

Timelines to ensure alignment with Title I Schoolwide Plan requirements

- Create and/or revise tasks and timelines as needed to ensure alignment with Title I Schoolwide Plan requirements

- **Monitor active Indicators in Indistar® that align with Title I Schoolwide Indicators for Components 4, 6, 7, 8, and 9**

- **Select *Monitor* stage**

- **Identify Indicators to monitor**

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Monitor - Team Monitors Progress

The objectives listed below are those your team has chosen to include in your plan. Select an objective to update the progress of tasks, or to remove a task from an objective. To edit a plan or task, go back to the Create a Plan process.

Objectives shown in blue are either new objectives needing a plan and/or task created, or objectives with tasks that have not been completed.
Objectives shown in green have all tasks completed and the objective has been met, with evidence and sustainability provided.
Objectives shown in red need additional tasks added to reach full implementation, or the team is undecided if the objective has been met.

Note: Columns with underlined headers are sortable. Click on header name to sort.

School Plan (23 total objectives) Hide Completed Plans

<u>ID</u>	<u>Select Objective to update task progress.</u>	<u>Assigned to</u>	<u>Target Date</u>	<u>Tasks</u>	<u>% Tasks Completed</u>	<u>Objective Met</u>
P1-ID02	Teams that include family and community members will be representative of the demographics of the student population. (3060)	Cash Ewe	10/12/2012	0	0 %	
P1-ID03	All teams will have written statements of purpose and by-laws for their operation. (37)	Literacy Content	11/18/2012	0	0 %	undecided
P1-ID04	All teams will operate with work plans for the year and specific work products to produce. (38)	Ima Learning	10/31/2012	3	33 %	
P1-ID05	All teams will prepare agendas for their meetings. (39)	Cash Ewe	10/09/2012	1	100 %	10/09/2012

- Monitor tasks, include evidence of completion in “Comments” box, and revise/update plan as needed to ensure alignment with Title I Schoolwide Plan requirements

MONITOR PLAN

Update or Complete Task Status

1. Update task comments as necessary.
2. Choose a "Completed date" when task has been completed.
3. Click "Save/Update" to save changes.

***Note:** Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working toward meeting the objective.

Task: 1 Tasks: All teachers will design, vet, implement and assess standards aligned, high quality, and rigorous projects once per month in their PLC teams. All students including those served by special education and ELL programs will experience rich and differentiated projects adapted or modified to meets their needs. The expertise of the special education and ELL instructors will be integrated into the design and implementation of all projects.

Frequency: monthly

Comments:

Completed date: [Clear Completed Date](#)

[X Delete This Task](#)

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7. Assess Indicators from Step 4 Not Included in School's Student and School Success Action Plan

Teams follow directions in Section III to assess Indicators (Step 4 for Newly Identified Schools and Step 5 for Continuing Schools). In addition to the *Current Level of Development Protocol* described in Section III, Leadership Teams use the following to assess Indicators:

- Data, Findings and Recommendations in their Comprehensive Needs Assessment (Component 1)
- Methods and instructional strategies implemented as part of their Schoolwide Reform Strategies (Component 2)
- Current Title I Schoolwide Plan
- Requirements for Components 4, 6, 7, 8, and 9
- Other data identified by the Leadership Team

8. Create Action Plans with S.M.A.R.T. Goals for Each Indicator Identified in Step 4

Teams follow directions in Section III to create action plans (Step 6 for Newly Identified Schools and Step 7 for Continuing Schools).

9. Complete "Title I Schoolwide Plan Required Components Checklist of Evidence/Actions"

Teams follow the directions in Appendix B.1 to submit their completed webform. Appendix B.1 also describes the process for OSPI's Title I Division to provide feedback to the school's team regarding its Title I Schoolwide Plan submitted in Indistar[®].

10. Implement Student and School Success Action Plan/Title I Schoolwide Plan and Monitor Implementation and Impact

Teams follow directions in Section III to implement and monitor action plans (Step 7 for Newly Identified Schools and Step 8 for Continuing Schools).

Core Element 3 (Annual Evaluation): Additionally, teams upload evidence for Core Element 3 (Annual Evaluation) in Indistar[®]. Title I, Part A requires that a school operating a schoolwide program *annually* evaluates the implementation of, and results achieved by, the schoolwide program. This evaluation must determine whether the schoolwide program was effective in increasing achievement of students in meeting the States' academic standards, particularly those students who are low-achieving. The annual review includes determining the percentage of students who reach proficiency on the State's annual assessments. The final review report should be clearly and concisely written and available to all stakeholders. The report should include background information, the evaluation questions, a description of the evaluation procedures, an explanation of how the data was analyzed, the degree of parent involvement, findings, and a conclusion with recommendations.

This information must be uploaded to the *Ongoing Evaluation* folder in Indistar. See Appendix B.2 for directions to upload evidence to folders in Indistar®.

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V. Appendices

Appendix A

Note. Additional information to support school teams in the data collection and analysis process is available in OSPI's *School Improvement Planning Process Guide* (2005). The document may be accessed at:

<http://k12.wa.us/StudentAndSchoolSuccess/SchImprovementPlanGuide.aspx>

A.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 gaps (i.e., "needs") that are preventing the system from closing achievement gaps and ensuring equality of outcome for all of the students served by the school.

Time Needed: Approximately one week.

ACHIEVEMENT DATA

Data	Who is responsible for getting these data?	What do we want to learn from these data?	What, if any, additional data should we collect?
State Assessment Data			
Math and Reading Benchmark Assessment Data			
MAP Data			
Grade point averages			
Percent of students failing core courses (by grade level and number of "F's")			

DEMOGRAPHIC DATA

Data	Who is responsible for getting these data?	What do we want to learn from these data?	What, if any, additional data should we collect?
School Enrollment Trends			
Free and Reduced Lunch			
Ethnicity, gender, & special populations			
Attendance			
Mobility			
Graduation Rate			
Drop Out Rate			

PERCEPTUAL DATA

Data	Who is responsible for getting these data?	What do we want to learn from these data?	What, if any, additional data should we collect?
Staff Surveys			
Student Surveys			
Parent/Guardian Surveys			
Healthy Youth Surveys			

CONTEXTUAL DATA

Data	Who is responsible for getting these data?	What do we want to learn from these data?	What, if any, additional data should we collect?
Classroom instruction data collected through classroom walk-throughs			
Teacher schedules			
Daily and annual schedule			
Schedule of staff professional development			
Discipline and attendance data, disaggregated by subgroup			
Student, Parent, and Staff Handbooks			
Schedule for leadership and instructional team meetings			
Descriptions of leadership and instructional teams and their functions and decision-making processes			
Community Partners			
Parent attendance at conferences and other school events			
Reading/Language Arts Programs			
Math Programs			

A.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 the four categories 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 the Narrative Tally Sheets (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*. Narrative statements should be simple, communicate a single idea about student performance, and be non-evaluative. See "Three Tips for Writing Powerful Narrative Statements" in Appendix C.
3. *Step 3 and 4 (45 minutes):* After 20 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 the 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.

A.3: Data Reflection Protocol

Responses will be used when assessing *Indicators* in Indistar®.

Data Reference:

Essential Questions / Guided Prompts for Demographic and Achievement Data:

- Q1: Ethnic subgroups: *Are any subgroups increasing or decreasing? How do changes compare to the district?*
 - Demographic
 - Achievement
- Q2: Free-reduced meal eligibility (proxy for poverty): *Is your trend increasing or decreasing? What is the change relative to the district?*
 - Demographic
 - Achievement
- Q3: Students with Disabilities: *Is your trend increasing or decreasing? What is the change relative to the district?*
 - Demographic
 - Achievement
- Q4: Transitional / Bilingual (ELL): *Is your trend increasing or decreasing? What is the change relative to the district?*
 - Demographic
 - Achievement:

Narrative: *What do you notice in these data? What do they tell you?*

Impact / Wonderings: *How do the above observations impact student achievement?*

Triangulation: *What other data sources could you use? (Note additional step of comparing these other data sources to these data).*

Barriers / Obstacles: *Describe attitudes, beliefs, and/or practices that may prevent the school from making progress in student achievement. What types of data can you collect to identify specific barriers and obstacles?*

Educator Capacity: *Describe the current leadership and instructional practices necessary to implement changes to improve student learning. What types of data can you collect to identify educator capacity?*

Strengthen / Amplify: *Describe practices to strengthen or amplify in the current work.*

Connections to / Impact on the Student and School Success Action Plan: *How do these data inform the S.M.A.R.T. goals for your Student and School Success Action Plan?*

Adapted from Center for Educational Effectiveness *Facilitated Reflection Protocol*. 9.12.13

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A.4: *Current Level of Development Review*

Draft 10.16.13

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 include:

- **Step 1:** Teams read the Indicator and review the research-based descriptors (Column 2 - Wise Ways).
- **Step 2:** Teams then assess the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation (Column 3).
- **Step 3:** 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.
- **Step 4:** The facilitator leads the team in a consensus-building activity to
 - Identify a common assessment of the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation) and
 - Develop their narrative with evidence describing the agreed-upon Current Level of Development.
- **Step 5:** The Leadership Team uses this information to assess each Expected Indicator on Indistar® and to support creating the Student and School Success Action Plan.

Note. Column 2 includes *suggested* research-based best practices for each Expected Indicator; these are taken from the “Wise Ways” research documents found on the [Indistar](#) tool. 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 (Column 4). Moreover, schools are NOT expected to implement *each* research-based practice listed in Column 2 for every Expected Indicator. Rather, school teams should consider the full range of research-based practices that support the Indicator when assessing their school's current level of development and creating their school's Student and School Success Action Plan.

Principle 1: Provide strong leadership.

<p>P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.</p>	<p>The Principal (and other administrators):</p> <ul style="list-style-type: none"> • 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. 	<p> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation </p>	
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Principle 2: Ensure that teachers are effective and able to improve instruction.

<p>P2-IF11: Professional development is aligned with identified needs based on staff evaluation and student performance.</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • 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. 	<p> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation </p>	
<p>P2-IF12: School provides all staff high-quality, ongoing, job-</p>	<p>Professional learning increasing educator effectiveness and results for all students:</p> <ul style="list-style-type: none"> • Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. 	<p> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation </p>	

<p>embedded, differentiated professional development.</p>	<ul style="list-style-type: none"> • 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. 		
<p>P2-IF14: The school sets goals for Professional Development and monitors the extent to which staff has changed practice</p>	<p>Professional development:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	

Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.

<p>P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.</p>	<p>The Leadership Team and teachers:</p> <ul style="list-style-type: none"> • Implemented strategies to extend learning time: <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	
<p>P3-IVD06: The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • 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 <i>together</i> 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. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	

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.

<p>P4-IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<p>Instructional Teams:</p> <ul style="list-style-type: none"> • 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. • Determine the concepts, principles, and skills that will be covered within the unit. • Identify the standards/benchmarks that apply to the grade level and unit topic. • Develop all objectives that clearly align to the selected standards/benchmarks. • Arrange the objectives in sequential order. • Determine the best objective descriptors. • Consider the most appropriate elements for mastery and constructs criteria for mastery. • Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. • 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. • 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. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	
<p>P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student</p>	<ul style="list-style-type: none"> • 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. • Instructional Team’s unit plans: <ul style="list-style-type: none"> ○ Include a description of each leveled and differentiated learning 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development 2. Full Implementation 	

<p>performance on pre-tests and other methods of assessment.</p>	<p>activity, the standards-based objectives associated with it, and criteria for mastery;</p> <ul style="list-style-type: none"> ○ Differentiate learning activities among various modes of instruction – whole-class instruction, independent work, small-group and center-based activities, and homework; and ○ 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. <ul style="list-style-type: none"> ● 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. ● 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. ● All teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners, including students with disabilities. 		
<p>P4-IIA03: The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.</p>	<p>The School Leadership Team:</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ○ No Development ○ Limited development ○ Full Implementation 	

Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data

<p>P5-IID08: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p>	<p>Instructional Teams:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	
<p>P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</p>	<p>To support teachers, leadership, and instructional teams, Districts:</p> <ul style="list-style-type: none"> • 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. <p>The School Leadership and Instructional Teams:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	

	<p>track the progress of students receiving intervention services toward critical academic outcomes</p> <ul style="list-style-type: none"> • Use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding. • 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. • Provide Performance-based student assessments to validate and monitor the growth of all students and the success of curriculum and instructional programs. • 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). • Provide coaching support for collaborative use of instructional practice data. 		
<p>Principle 6: Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.</p>			
<p>P6-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them.</p>	<p>All teachers:</p> <ul style="list-style-type: none"> • 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 their learning environments and use group management approaches effectively 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 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	

	<p>understanding.</p> <ul style="list-style-type: none"> • 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. 		
<p>P6-IIIC16: 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)</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	
<p>Principle 7: Provide ongoing mechanisms for family and community engagement.</p>			
<p>P7-IVA02: The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annual distributed and frequently</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • Promotes connections among teachers, staff, and students that form the web of a <i>community</i> 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, 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	

<p>communicated to teachers, school personnel, parents (families) and students.</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. 		
<p>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).</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	
<p>P7-IVA01: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations.</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	

	<ul style="list-style-type: none"> • 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. 		
<p>P7-IVA13: The LEA/School has engaged parents and community in the transformation process.</p>	<p>To support leadership, teachers, parents, and communities, the District:</p> <ul style="list-style-type: none"> • Ensures each community-oriented 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. <p>The School Leadership Team:</p> <ul style="list-style-type: none"> • 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-school and out-of-school time 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. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	

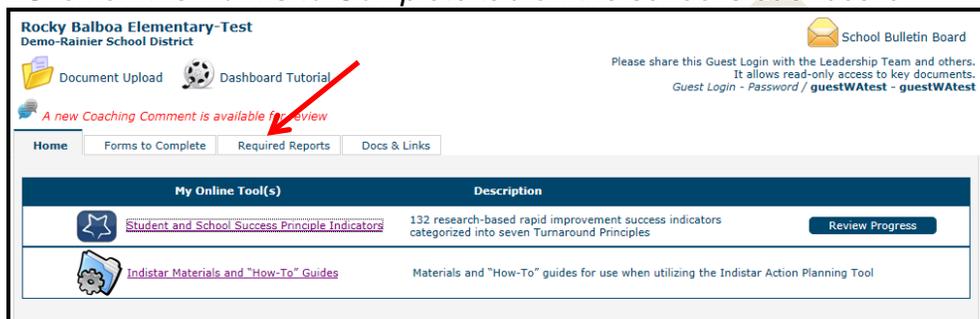
A.5: S.M.A.R.T. Goal Rubric

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 Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound. S.M.A.R.T. goals/objectives articulate both the evidence supporting the strategy and measurable outcomes for students and educators.

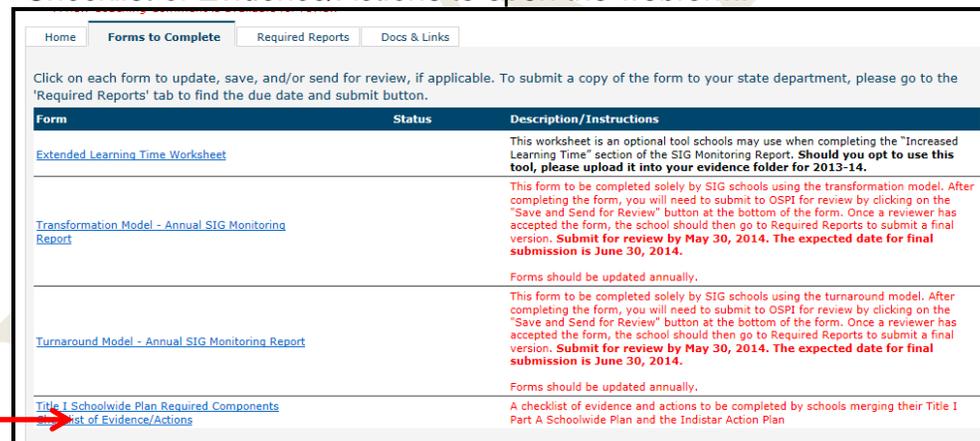
Essential Questions	Not Evident	Emerging	Proficient	Distinguished	N/A	Feedback
1. <i>What are the expected outcomes of implementing this objective for students/identified sub-groups?</i>	No identified outcomes for students/identified sub-groups are described	Few identified outcomes are described for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

**Appendix B.1 – Please insert Appendix B docs at end of Handbook -
Directions to Utilize the
Title I Schoolwide Plan Required Components Checklist of
Evidence/Actions
Webform and Review OSPI’s Evaluation of the Title I Schoolwide Plan**

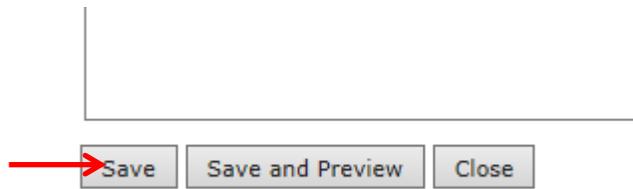
- Click on the *Forms to Complete* tab on the school’s dashboard



- Click on the webform titled *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* to open the webform.



- Complete the form, marking the applicable box(es) to indicate evidence the school has uploaded to the corresponding folder in the *"Document Upload"* tab. Review the boxes checked for Components 4, 6, 7, 8, and 9 to ensure these indicator(s) are included in the school’s Student and School Success Plan.
- Frequently click “Save” at the bottom of the form to save your work. Click “Save and Preview” to generate a PDF of the form and all of the work completed to date. Click “Save and Send for Review” to submit the webform to OSPI Title I Division.



- Staff members in OSPI’s Title I Division will review the submitted webform, uploaded evidence, and the comprehensive plan. They will either approve the plan or will submit their comments and requested revisions. The revisions will be embedded in the webform in the *OSPI Title I Comments* box under the individual Component.

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

Check the Indicator(s) you’ve included in your comprehensive plan as part of your schoolwide reform strategies:

- P1-ID11: Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
- P5-IID11: 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).
- P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Check the applicable box(es) below, and upload the evidence in the **"Title I Schoolwide Plan - Provide Assistance to Students Experiencing Difficulty"** folder in your Indistar filing cabinet:

- Identify process used to determine student needs
- Multiple tiered-intervention system
- Extended learning opportunities
- Other

If other:

OSPI Title I Comments:

Number 10—Coordination and Integration of Federal, State and local services:

Check the applicable box(es) below, and upload the evidence in the **"Title I Schoolwide Plan - Coordination and Integration of Federal, State and Local Services"** folder in your Indistar filing cabinet:

- Budget matrix lists allowable fiscal resources coordinated in schoolwide
- Amount of funds of each resource
- Intent and purpose of coordinated funds for each resource
- Other

If other:

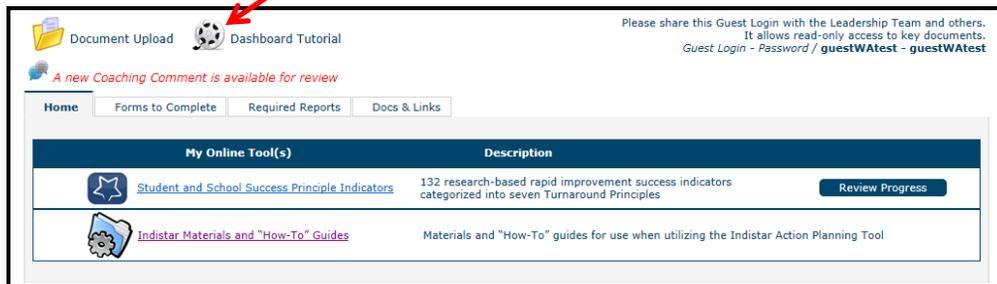
OSPI Title I Comments:

SaveSave and PreviewSave and Send for ReviewClose

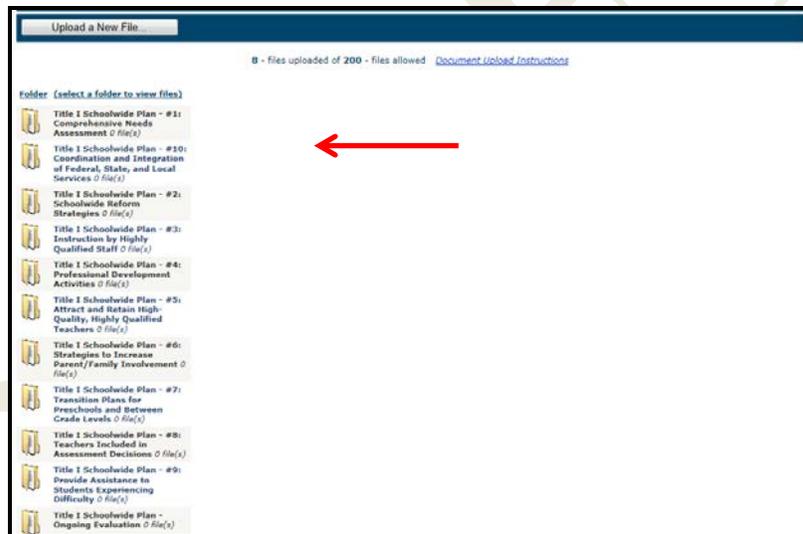
Appendix B.2

Directions to Submit Evidence in Indistar®

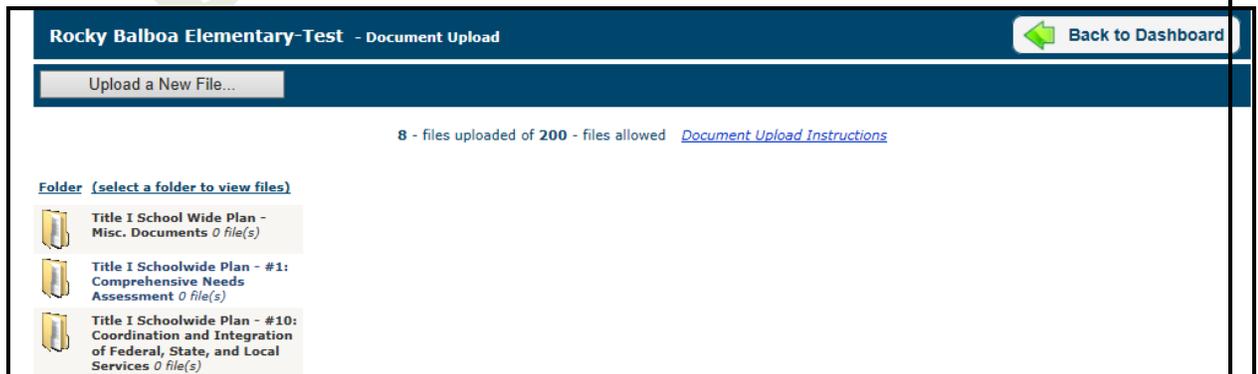
- Click on the *Document Upload* tab on the school dashboard to view the folders for each Title I Schoolwide Component.



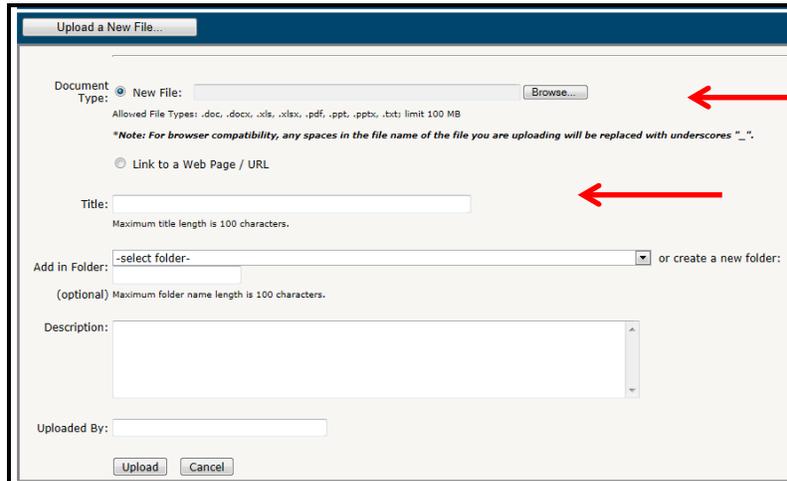
- Click on the folder to which evidence will be uploaded



- Click on *Upload a New File* at the top of the screen



Click on *Browse* to find the document on your computer. Enter a title in the *Title* field.



Upload a New File...

Document Type: New File: ←

Allowed File Types: .doc, .docx, .xls, .xlsx, .pdf, .ppt, .pptx, .txt; limit 100 MB

**Note: For browser compatibility, any spaces in the file name of the file you are uploading will be replaced with underscores "_".*

Link to a Web Page / URL

Title: ←

Maximum title length is 100 characters.

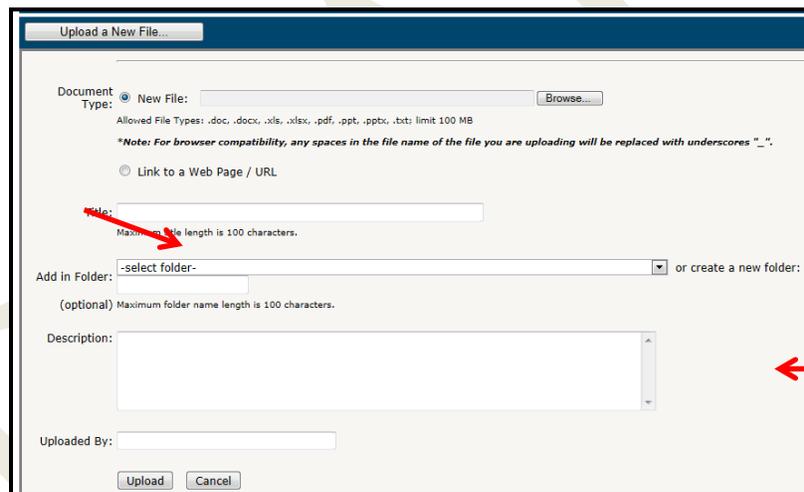
Add in Folder: or create a new folder:

(optional) Maximum folder name length is 100 characters.

Description:

Uploaded By:

- Use the *Select Folder* dropdown box to select the folder in which the document will be placed. Enter information as requested (e.g., enter a brief description in the *Description* box).



Upload a New File...

Document Type: New File:

Allowed File Types: .doc, .docx, .xls, .xlsx, .pdf, .ppt, .pptx, .txt; limit 100 MB

**Note: For browser compatibility, any spaces in the file name of the file you are uploading will be replaced with underscores "_".*

Link to a Web Page / URL

Title: ←

Maximum title length is 100 characters.

Add in Folder: or create a new folder:

(optional) Maximum folder name length is 100 characters.

Description: ←

Uploaded By:

- Click on *Upload* when the form is complete.

Upload a New File...

Document Type: New File:

Allowed File Types: .doc, .docx, .xls, .xlsx, .pdf, .ppt, .pptx, .txt; limit 100 MB

*Note: For browser compatibility, any spaces in the file name of the file you are uploading will be replaced with underscores "_".

Link to a Web Page / URL

Title:

Maximum title length is 100 characters.

Add in Folder: or create a new folder:

(optional) Maximum folder name length is 100 characters.

Description:

Uploaded By:

Appendix B.3

Directions to Assess Title I Schoolwide Plan Component Indicators

- Click on the Assess button on the *School Main Page*.

Rocky Balboa Elementary-Test Student and School Success Principle Indicators

Demo-Rainier School District, WA

Enter & keep your school information current
Enter & keep your school team information current

Help

A Coaching Comment was added on 9/11/2013

Assess
Team Assesses Indicators
Last Update: 09/05/2013
Progress: 56 of 132

Monitor
Team Monitors Progress
Last Update: 08/07/2013
Progress: 5 of 11

Create
Team Creates & Revises Objective Plans
Last Update: 08/07/2013
Progress: 11 of 42

Snapshot

Last login:	09/12/2013
Last coaching comment received:	09/11/2013
Last Leadership Team Meeting:	02/08/2013
Last Indicator assessed:	02-0114 - 09/05/2013
Last Task added:	04-111635 - 09/02/2013
Number of Objectives past due:	14 (view)
Number of Tasks past due:	7 (view)
Number of Tasks due in the next 30 days:	0 (view)

Where are we now Report

Principal: Mrs. Sylvester Stallone - x@email.com
Process Mgr.: -

- Click the dropdown arrow in the *Apply Indicator Filter* box and select *Title I Schoolwide Component Indicators*. Click the *Display all Indicators* button to show all indicators associated to this filter.

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

Title I Schoolwide Component indicators

apply Indicator Filter

Title I Schoolwide Component indicators

School-Level Expected Indicators

Students with Disabilities Filter

English Language Learners Filter

To view Indicators, choose a section below or

- Click on Tab 2 (*Indicators to Assess*) to open the list of all Title I Schoolwide Component Indicators that have *not been assessed* by the

Leadership Team. Click on an indicator to assess it. *Note that the prefix to the indicator code (e.g., P1, P4, and P7) in the “Code” column indicates the Turnaround Principle with which the Expected Indicator is associated.*

Indicator Filter: Title I Schoolwide Component Indicators
Indicators: All Indicators

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

Select Indicator to assess (6)

Code	Key	Indicator
P4-IIIA07	Key	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
P4-IIIB06	Key	All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding). (3076)
P5-IID05		Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
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). (3068)
P5-IID11		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). (109)
P7-IVA01	Key	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (3069)

- Click on Tab 3 (Indicators Assessed) to view any/all of Title I Schoolwide Component Indicators that *have already been assessed*.
 - Indicators shown in red have been assessed as No Development/Not in Plan OR Fully Implemented by the Leadership Team; therefore they are not included in the current Student and School Success Action Plan. Click on the Indicator to re-assess it and initiate the process to create S.M.A.R.T. Goals, tasks, and timelines.
 - Indicators in blue are included in the current plan; if an objective has already been written for the indicator, the tool precludes teams from modifying the “Level of development or implementation.” However, teams can modify the Priority Score, Opportunity Score, and description for the current level of development/implementation.

Indicator Filter: Title I Schoolwide Component Indicators
Indicators: All Indicators

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

Select indicator to update assessment (7)

Note: Indicators shown in red have either been marked as No Development/Not in Plan or Fully Implemented. These indicators will be excluded from your plan.

Code	Key	Indicator
P1-ID11	Key	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)
P2-IF12		The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)
P2-IF14		The school sets goals for professional development and monitors the extent to which it has changed practice. (3378)
P3-IVD02	Key	The school provides opportunities for members of the school community to meet for purposes related to students' learning. (2887)
P3-IVD05	Key	The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3058)
P4-IIA02		Units of instruction include standards-based objectives and criteria for mastery. (89)
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). (3071)

Appendix B.4

Required Documentation Component 10: Combining Funds in Schoolwide Programs

Coordination and Integration of Federal, State and Local Services provide the authority to coordinate and combine funds within the schoolwide model. Allowable funding sources for inclusion in a schoolwide program include: Title I, Part A; Title II, Part A; basic education, local funding, levy; Title II, Carl Perkins and most federal Department of Education programs. Restricted funding sources include Migrant, Indian Education, LAP and federal Special Education. Programs that may not be included are; Highly Capable Program, State Transitional Bilingual, State Special Education. Appendix B provides directions and a sample matrix of the required information.

As described in Section IV of the handbook, school teams integrating their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar[®] are required to upload documentation for each component to the corresponding folders in the *Document Upload* tab in Indistar[®]. Component 10 (Combining Funds in Schoolwide Programs) must be addressed using a specific format (Table 2). When completed, this document will be uploaded to the Component 10 folder in the *Document Upload* tab.

Specific directions follow.

1. Review Table 1 (*Sample Plan Illustrating How to Combine Funds in Schoolwide Plans*) to understand how a school might address Component 10 for Schoolwide Programs. Allowable funding sources for inclusion in a schoolwide program include: Title I, Part A; Title II, Part A; basic education, local funding, levy; Title II, Carl Perkins and most federal Department of Education programs. Restricted funding sources include Migrant, Indian Education, LAP and federal Special Education.
2. Complete Table 2 for your school. If needed, insert additional rows to identify all resources.
3. Follow the instructions in Step 4 of Section IV to upload the completed document to the Component 10 folder in the *Document Upload* tab.

Table 1. Sample Plan Illustrating How to Combine Funds in Schoolwide Plans (Component 10)

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education and Local Levy	\$1,719,026	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.
Title I, Part A	\$269,477	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.
Title II, Part A	\$33,118	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.
Title III	\$17,855	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.
Total	\$2,039,476	

Table 2. Combining Funds to Support Our Schoolwide Program (Component 10)

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Title I, Part A		
Basic Education		
Local Levy		
Title II, Part A		
Title III		
Total		

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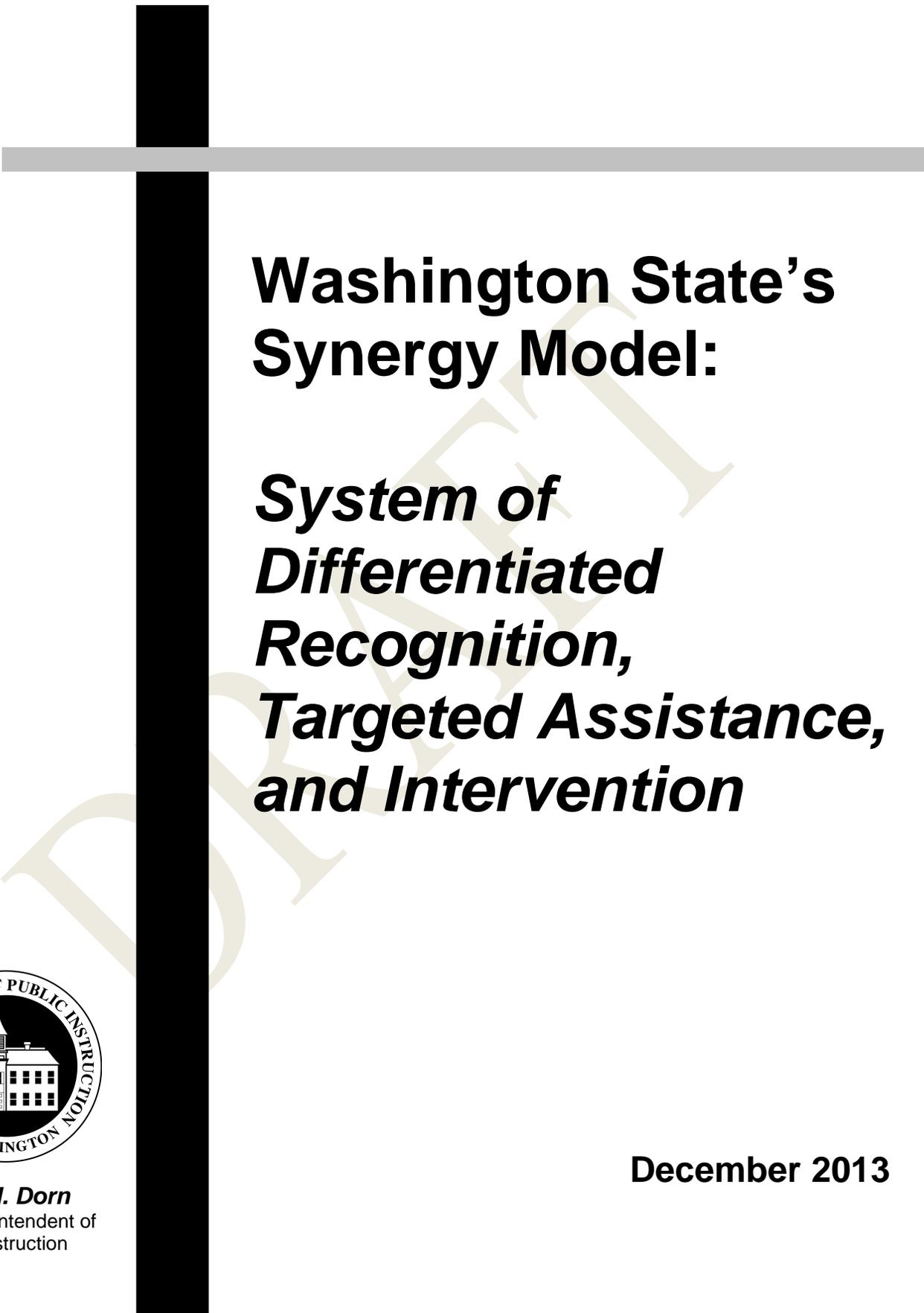
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2011



Washington State's Synergy Model:

System of Differentiated Recognition, Targeted Assistance, and Intervention



Randy I. Dorn
State Superintendent of
Public Instruction

December 2013

DRAFT

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**Washington State's
Synergy Model:
*System of Differentiated
Recognition,
Targeted Assistance, and
Intervention*
DRAFT**

Prepared by
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December 2013

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Foreword

We can whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't so far.

Ronald Edmonds, 1978

These words from Dr. Ronald Edmonds, former Director of the Center for Urban Studies at Harvard University, are more relevant in Washington State today than they have ever been. We have clear direction from our superintendent of public instruction, legislature, governor, and too many community advocacy groups to list that we must "move the needle for the kids in our state." In its *McCleary v. Washington* Decision, Washington State's Supreme Court was very clear: *Washington State is not amply funding basic education under the state Constitution*. The ruling reinforced the state's paramount duty to our children who will become the leaders of tomorrow. The Court guided our work further by declaring:

- "Ample provision" is considerably more than just adequate.
- "All children" refers to "each and every child" in Washington; no child is excluded.
- "Basic education" means whatever is necessary to give students the opportunity to master the state's [standards].

Ensuring equality in outcome for Washington State's 1.1 million students, which includes all students graduating college and career ready, is the ultimate metric for the success of our school system. This summative performance-based measure is of course monitored with incremental targets along the way. The ultimate goal will be reached with a carefully crafted system of differentiated support focused on the two catalytic leverage points of "Courageous Leadership" and "Transformational Teaching for Learning."

Our moral obligation as a state education agency is to create a system that provides this differentiated support regardless of race, socio-economic status or geography. Because historical approaches may fail to get the results our students deserve, the Office of Student and School Success developed *Washington State's Synergy Model: Differentiated System of Recognition, Targeted Assistance, and Intervention*. The Synergy Model describes supports and services the superintendent of public instruction will implement to ensure the success of each school and each student across our state.

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

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Additional resources used in creating this document include:

- Center on Innovation & Improvement (2009). *Framework for an Effective Statewide System of Support*. Retrieved from <http://www.centerii.org/techassist/support/>
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., and Wallace, F. (2005). *Implementation Science: A Review of the Literature*. Retrieved from <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf>

I. Introduction

The Office of Student and School Success designed Washington's Synergy Model in order to (a) recognize highest performing and high-progress schools across Washington State; (b) provide targeted assistance and support to challenged schools in need of improvement, increasing the support based on the magnitude of need; and (c) identify districts with persistently lowest performing schools for required action, provide intensive assistance and, if necessary, intervention, again continuing to increase support based on the magnitude of need. The model provides incentives for change, both positive and negative, encouraging district and school actions that ensure equality in outcome for all of their students and discouraging those actions that create barriers and perpetuate practices that lead to inequitable outcomes.

The Synergy Model ensures a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. Such a system will identify schools and their districts for recognition as well as for additional state support.

Premises influencing the development of the Synergy Model include:

- System-wide improvement is driven by changes in leadership and instructional capacity that come from new understandings, new skills, and new ways of collaborating.
- Those closest to the student have the greatest opportunity to improve the student's learning.
- Incentives, both positive and negative, as well as opportunities to learn and improve practice, are essential to build educator capacity to accelerate student learning.
- Data on performance and growth on state assessments, graduation rates, and other indicators of college and career readiness serve as metrics used to identify schools for recognition, targeted assistance, and intervention; these data are also used when determining the level of support and, if necessary, required actions, for challenged schools.

Organization of the Synergy Model

The differentiated set of actions for the state and for schools and their districts, differentiated system of statewide support, and theory of action underpinning the system are described in Section II.

As explained in Section III, the Synergy Model centers on the following:

- A. Designation of schools for recognition, targeted assistance, and intervention based on Washington's Achievement Index
- B. Recognition for performance and growth on state assessments
- C. Differentiated assistance and intervention for challenged schools and persistently lowest achieving schools
- D. Progress monitoring and accountability
- E. Capacity building for sustainability

Section IV details the continuous action-planning processes in which schools will engage. Research-based practices at the system, school, and educator levels, as well as locally developed data, serve as the focus of the action-planning process. The Office of Student and School Success provides access to an online tool that serves as the platform for this continuous improvement process.

This document concludes with appendices to support school and district teams as they implement Washington's Synergy Model.

Policies Informing Design of the Synergy Model

Policies and programs established over the last several years by the Washington State Legislature, State Board of Education (SBE), and Office of Superintendent of Public Instruction (OSPI) set the stage for this work. Brief descriptions of these policies and programs follow. Together, they lay the foundation for the Synergy Model and ensure an effective and differentiated statewide system of recognition, targeted assistance, and intervention.

Washington State Legislation

In 2010, Washington's legislature enacted new law (Engrossed Second Substitute Senate Bill 6696 or E2SSB 6696) requiring state-level intervention in districts with chronically low-performing schools; the law also established a process to implement a new differentiated accountability and system by the 2013-14 school year. Legislation enacted in 2013 (Engrossed Second Substitute Senate Bill 5329 or E2SSB 5329) further develops the state accountability system and clarifies the intent to revise and use the Washington Achievement Index to identify and address the needs of persistently lowest achieving schools, including both Title I and non-Title I schools. Additionally, E2SSB 5329 charged the superintendent of public instruction with designing a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance, and, if necessary, requiring intervention in schools and school districts.

State Board of Education (SBE)

The following guiding principles were identified by the SBE when creating the Washington Achievement Index: (a) demonstrates attributes of transparency, fairness, consistency, and accessibility for teachers, districts, parents, and policy makers; (b) uses existing data; (c) relies on multiple measures, including results from all grades tested and all subjects tested in the state assessment system (reading, writing, mathematics, and science); and (d) provides multiple ways to recognize success. Additional guiding principles for the accountability framework were recognized by the SBE in working with the Achievement and Accountability Workgroup as revisions to the Washington Achievement Index were considered (Appendix A).

Office of Superintendent of Public Instruction (OSPI)

As part of its approved *ESEA Flexibility Request*, OSPI is required to develop and implement a state-based system of differentiated recognition, accountability, and support. The support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students. Responsibility for designing and implementing the system has been delegated to the Office of Student and School Success.

II. Synergy Model for System-Wide Change

This section describes the following:

- A. Core elements of the state's Synergy Model for differentiated statewide support
- B. Theory of Action underpinning the Synergy Model.

A. Synergy Model: Differentiated System of Statewide Support (Figure 1)

The Synergy Model for Washington's differentiated system of statewide support asserts that implementation of research-based practices at the state, district, and school levels will lead to shifts in educator practice, resulting in equality in outcome for Washington's 1.1 million students.

As illustrated in Figure 1, the system of statewide support is anchored in twin pillars of *Accountability & Recognition* and *Assistance & Intervention*. Holding schools and their districts accountable for improvements in student learning, as well as recognizing performance and growth, emphasize the role of incentives, both positive and negative, in influencing districts and schools to implement or cease to engage in specific practices. Building capacity to implement research-based practices requires educators to have access to assistance, and if necessary, interventions to create new understandings, skills, and ways of working together.

The figure also emphasizes the essential integration of *State Actions* and *School & District Actions* to ensure effective implementation of research-based practices, processes, and systems to support continuous school improvement. Research highlights the district's unique and distinctive leadership role in school improvement efforts. Absent strong collaboration, guidance, and support from central office leadership, reforms introduced at the school level are difficult to sustain. District commitment, leadership, and support are essential to sustain improvements in learning at the individual student, classroom and school levels. Districts also control the conditions for change, including the distribution of resources (e.g., highly effective teachers and leaders) that influence student achievement across their schools. Hence, both *School & District Actions* are shown as core components of the system.

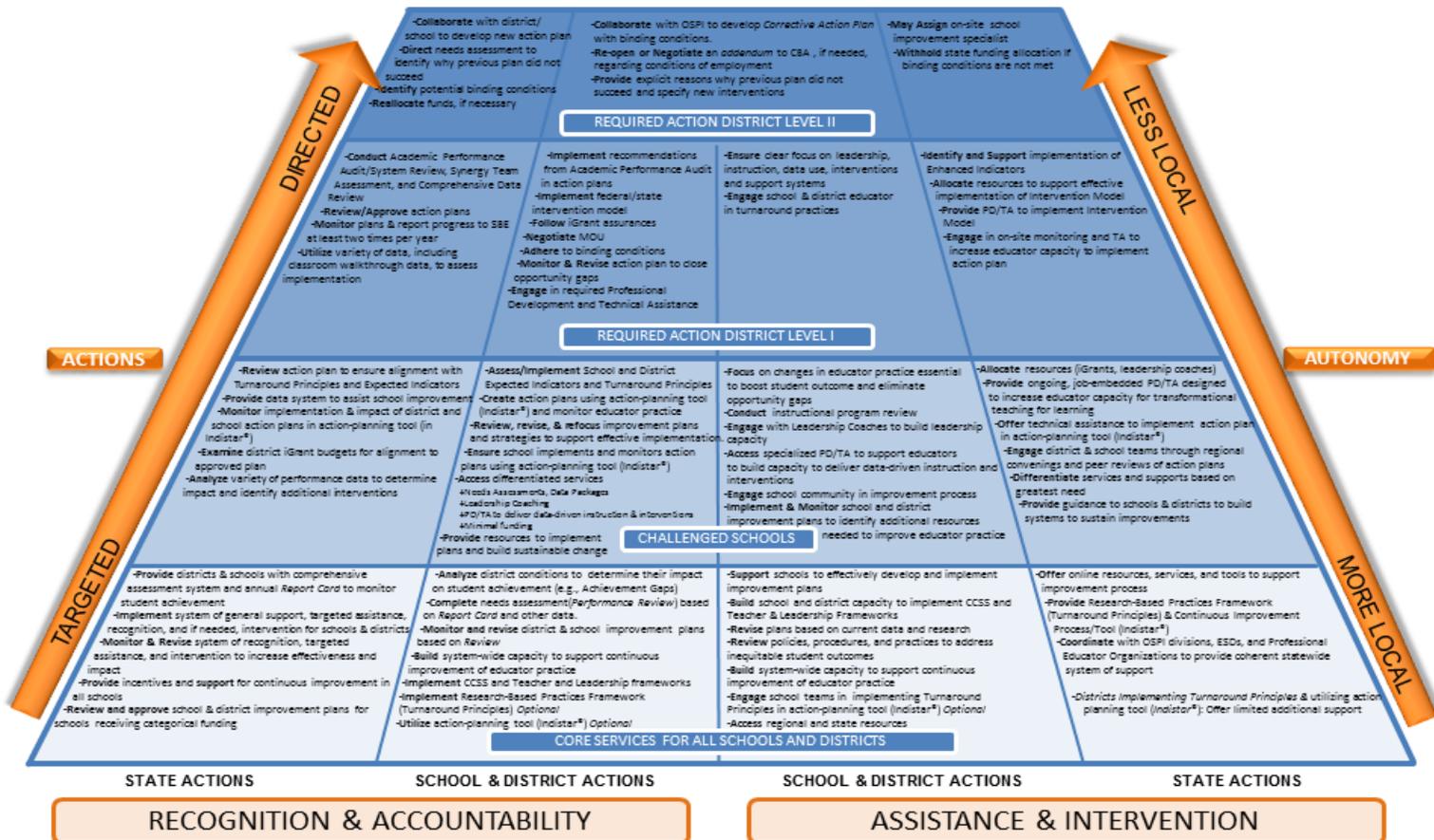
Additional highlights from Figure 1 follow.

- Tiers describe state actions to recognize schools, provide data systems, monitor school and district progress, provide differentiated support and services, and if needed, interventions in Level II Required Action Districts—all of which are essential for supporting continuous improvement.
- The bottom tier summarizes core services available to all schools and districts and *School & District Actions* expected of all schools and districts.
- The next three tiers (i.e., Challenged Schools, Required Action Districts—Level I, and Required Action Districts—Level II) describe *State Actions* and *School & District Actions* for schools identified for targeted assistance and intervention based on Washington's Achievement Index. Challenged Schools and their districts engage in actions described in the bottom two tiers; Level I Required Action Districts implement actions in the bottom three tiers; and Level II Required Action Districts engage in actions described in all four tiers.
- Arrows depict changes in both *Actions* and *Autonomy* for schools based on their placement in the tiers. For example, Required Action District Level I and Level II schools will have less autonomy and more targeted interventions than schools in the first or second tier.



Office of Student and School Success
SYNERGY SYSTEM DESIGN

'si-nər-jēl: a mutually advantageous conjunction or compatibility of distinct business participants or elements (as resources or efforts)



All schools/districts begin at "Core Services" and perform the actions listed. If schools/districts are identified as Challenged/RADI/RADII, add additional actions listed per designation.

Figure 1. Synergy Model: Differentiated System of Statewide Support

B. Theory of Action Underpinning the Synergy Model

As depicted in Figure 2, *Courageous Leadership* and *Transformational Teaching for Learning* serve as fulcrums for school improvement and change. Together, the title phrase (If we do...then we impact...which results in...) and the circular arrows describe the continuous improvement process in which schools engage to shift educator practice and build sustainable improvements. Additional details about Figure 2 follow.

1. *Office of Student and School Support Services* describes the targeted assistance provided by the Office of Student and School Success to schools (quadrant 1).
2. *District and School Strategic Areas* summarizes requirements for challenged schools and their districts (quadrant 2).
3. *Outcomes* describes expected impacts of effective implementation of both supports and requirements (quadrant 3). Schools and districts establish and are accountable to achieve unique outcomes for improved educator capacity and increases in student learning.
4. Finally, *Success* highlights sustainable results of the continuous improvement process in challenged schools (quadrant 4).



IF WE DO... THEN WE IMPACT ... WHICH RESULTS IN...



Figure 2. Theory of Action for Differentiated Support for Challenged Schools

III. Differentiated System

As described in the Introduction, the Synergy Model centers on the following components:

- A. Designation of schools for recognition, targeted assistance, and intervention based on Washington's Achievement Index (Appendix A)
- B. Recognition for performance and growth on state assessments
- C. Differentiated assistance and intervention for challenged schools and persistently lowest achieving schools
- D. Progress monitoring and accountability
- E. Capacity building for sustainability

Descriptions for each component follow. Together, they form an integrated and differentiated statewide system of recognition, targeted assistance, and intervention that (a) utilizes incentives to engage educators; (b) offers opportunities for teachers and leaders to build individual and collective capacity to boost student learning and close opportunity gaps; and (c) aligns with federal and state regulations.

A. Designation of Schools for Recognition, Targeted Assistance, and Intervention

The Washington Achievement Index is used to assign all schools, regardless of Title I status, to one of six tiers: Exemplary, Very Good, Good, Fair, Underperforming, and Priority-Lowest 5%. A brief description of the Index and explanation of how schools are designated for recognition, targeted assistance, and intervention based on the assignment of tiers follows. Appendix A provides a complete description of the Index, including the guiding principles that anchor the Index, detailed explanations of how the Index is calculated, and additional information regarding the assignment of schools to tiers.

Washington Achievement Index

The Washington Achievement Index utilizes multiple performance measures to determine Annual and Composite Index Scores, measure progress over time, and assign schools to tiers. These performance measures include:

- For all schools: Proficiency on state assessments in Reading, Mathematics, Writing, and Science.
- For all schools: Student Growth in Reading and Mathematics.
- For schools that graduate students, College and Career Readiness, which includes Adjusted 5-Year Cohort Graduation Rates, Performance on 11th Grade Assessments, and Dual Credit/Industry Certification Rates. The state's graduation requirements will ultimately align to the performance levels associated with college and career readiness.

The Index is intended to assess school progress toward the long-term goal of career and college readiness for all students. While Student Growth is an essential element in measuring this progress, inclusion of Student Growth does not come at the expense of a commitment to and priority on getting *all students* to academic standard. The SBE intends to incorporate metrics of "growth adequacy" in the Index. These metrics will describe how much growth is needed to bring students and schools to academic standard within a specified period of time.

System to Assign Schools to Tiers

Highlights of the system for assigning schools to tiers follow.

- The Composite Achievement Index score is used as the standard measure of school achievement and to assign all schools, including Title I schools, Title I-eligible schools, and non-Title I schools, to tiers.
- Tier labels align with state requirements for designating schools. These include: Schools for Recognition (Exemplary Tier), Challenged Schools (Underperforming and Priority-Lowest 5% Tier), and Level I and Level II Required Action Districts from bottom of Priority-Lowest 5% Tier (Table 1 – Column 1).
- The tier label is determined by the school's performance on the Composite Achievement Index (Table 1 – Column 2).
- Tier labels align with categories of schools required by the U.S. Department of Education for states with an approved *ESEA Flexibility Request*. Categories include: Reward – Highest Performing Schools, Reward – High-Progress Schools, Focus Schools, and Priority Schools (Table 1 – Column 3). Federal accountability requirements for Title I schools are treated as an integrated aspect of the overall state system of accountability and improvement applying to all schools. The system should align designations of challenged schools in need of improvement made annually by the superintendent of public instruction with lists of persistently low-achieving schools as required under federal regulations.
- The SBE determined normative measures (i.e., specific percentages) to determine the number of schools that should be designated in each tier (Table 1 – Column 4). These normative measures of accountability serve as a transitional strategy. However, the SBE does not support a permanent system of moving, normative performance targets for our schools and students. The SBE intends to establish objective standards for Index performance tiers and exit criteria for required action status to support the long-term goal of gradually reduced numbers of schools in the bottom tiers of the Index.

Schools are designated for recognition, targeted assistance, and intervention based on their placement in tiers. As noted above, designations are consistent with both federal categories required for states with an approved *ESEA Flexibility Request* and state categories required in Washington State law (E2SSB 6696 and E2SSB 5329). Details for each designation follow.

- Recognition (Reward Schools):
 - All schools in the Exemplary Tier
 - Schools in the Very Good, Good, and Fair Tiers are eligible for recognition for high progress on state assessments.
- Targeted Assistance (Challenged Schools):
 - All schools in Priority-Lowest 5% Tier (referred to as “Priority Schools”)
 - Schools in Underperforming Tier (lowest 10% of schools based on subgroup performance; referred to as “Focus Schools”)
- Targeted Assistance, and if necessary, Intervention (RAD Level I and Level II)
 - Required for districts with persistently lowest achieving schools from bottom of Priority-Lowest 5% Tier.
 - Persistently lowest achieving schools are defined in state law as not making progress in proficiency and growth on state assessments over a number of years (E2SSB 6696).
 - Two levels of required action established in state law:
 - Required Action Districts–Level I (RAD Level I) have at least one persistently lowest achieving school.
 - Required Action Districts–Level II or (RAD Level II) have at least one persistently lowest achieving school that has implemented federal/state intervention models for one or more years, but has

not demonstrated recent and significant progress toward the requirements for release from Required Action District Level I status.

- RAD Level I and RAD Level II districts receive targeted assistance, and if necessary, state-level intervention in order to effectively implement a federal/state intervention model.

Table 1. Designating Schools in Tiers Using the Achievement Index

Tier & State Category	Tier Description	Federal Category for Title I Schools	Approximate Percent of All Schools
Exemplary State Category: Reward Schools	<ul style="list-style-type: none"> • Top 5% of schools based on the Composite Index score • Schools must have a proficiency score of 7 or higher (60% met standard or above) 	Reward – Highest Performing Schools and Reward – High Progress Schools	5%
Very Good	<ul style="list-style-type: none"> • Approximately the next 15% of schools based on the Composite Index score 		15%
Good	<ul style="list-style-type: none"> • Approximately the next 30% of schools based on the Composite Index score 		30%
Fair	<ul style="list-style-type: none"> • Approximately the next 30% of schools based on the Composite Index score 		30%
Under-performing State Category: Challenged Schools	<ul style="list-style-type: none"> • Approximately the next 5% of schools based on the Composite Index score • Also includes lowest 10% of schools, both Title I and non-Title I, based on subgroup performance; includes all high schools with subgroup Adjusted 5-Year Cohort Graduation Rates less than 60% over 3 years. No school with subgroup performance in the lowest 10% of all schools can place higher than this tier. These schools will be designated as Focus schools. 	Ceiling for Focus Schools	15%
Priority-Lowest 5% State Category: Challenged Schools ; includes RAD Level I and Level II	<ul style="list-style-type: none"> • Lowest 5% of all schools, both Title I and non-Title I, based on the Composite Index score • Also includes high schools with Adjusted 5-year Cohort Graduation Rates less than 60% over three years • The revised Index will rank all schools in order. If needed, Title I schools that fall just outside of the lowest 5% of all schools will be pulled into this tier to make up the requisite number of Priority Title I schools and Title I-eligible secondary schools that graduate students (N = 5% of the state’s total number of Title I schools in 2010-11, or 46). 	Priority Schools	5%

B. Recognition for Performance and Growth on State Assessments

Annual recognition of school success is an important part of Washington State's Synergy Model for differentiated statewide support. Award-winning schools can make significant contributions to the success of the system by highlighting replicable best practices.

Washington's recognition system celebrates multiple levels of success, including identifying improvement in low-performing schools and highlighting examples of good schools that later achieve exemplary status. The state uses a variety of strategies to both (a) recognize performance and growth and (b) provide positive incentives that encourage school and district actions that align with the Synergy Model (Figure 1).

These include;

- Public recognition for Reward Schools (e.g., Highest Performing, High-Progress, and Title I Distinguished Schools); strategies consist of annual recognition ceremonies with leaders from OSPI, SBE, and Reward Schools and their districts; letters to principals and superintendents describing the criteria for the recognition; communication materials for schools and districts to publicize the recognition in their communities; press releases issued by OSPI and published on OSPI website; and encouragement to Educational Service Districts to hold regional celebrations and to provide opportunities for all schools to learn from Reward Schools in their region.
- Competitive grants for schools to implement innovative ideas for turning around performance.
- Greater autonomy and relief from requirements for schools not identified as Challenged Schools.

C. Differentiated Assistance and Intervention for Challenged Schools and Persistently Lowest Achieving Schools

The Synergy Model ensures a unified system of support for challenged schools and persistently lowest achieving schools that (a) aligns with basic education, (b) increases the level of support based upon the magnitude of need, and (c) is consistent with federal and state regulations. The model articulates actions at the state and local levels that focus explicitly on increasing educator capacity, since system-wide improvement is driven by changes in leadership and instruction that come from new understandings, new skills, and new ways of collaborating. Actions

As seen in Figure 1 (Synergy Model: System for Differentiated System of Statewide Support), state actions, as well as school and district actions, focus on twin levers of Recognition & Accountability and Assistance & Intervention. Together, these enable the state to provide both positive and negative incentives to (a) encourage district and school actions that significantly increase educator and system capacity and student learning and (b) discourage those actions that create barriers and lead to persistent low performance and inequalities in outcome.

State Actions Supporting Differentiated Technical Assistance and Intervention

Descriptions of state actions for both Recognition & Accountability and Assistance & Intervention follow. As indicated earlier, all schools and districts begin at “Core Services” and perform the actions listed. Schools and districts identified as Challenged, Required Action District Level I, and Required Action District Level II will implement the additional actions listed per designation.

- **Recognition & Accountability – State Actions**
 - **Core Services for All Schools and Districts:**
 - ✓ **Provide** districts and schools with comprehensive assessment system and annual *Report Card* to monitor student achievement
 - ✓ **Implement** system of recognition, general support, targeted assistance, and if needed, intervention for schools and districts
 - ✓ **Monitor and Revise** system of recognition, targeted assistance, and intervention to increase effectiveness and impact
 - ✓ **Provide** incentives and **support** for continuous improvement in all schools
 - ✓ **Review and approve** school and district improvement plans for schools receiving categorical funding
 - **Challenged Schools:**
 - ✓ **Implement** State Actions listed in “Core Services”
 - ✓ **Provide** data system to assist school improvement
 - ✓ **Review** action plan to ensure alignment with Turnaround Principles and Expected Indicators
 - ✓ **Monitor** implementation and impact of district and school action plans using action-planning tool (Indistar[®])
 - ✓ **Examine** district iGrant budgets for alignment to approved plan
 - ✓ **Analyze** variety of performance data to determine impact and identify additional interventions
 - **Required Action Districts–Level I**
 - ✓ **Implement** State Actions for Challenged Schools
 - ✓ **Conduct** Academic Performance Audit/System Review, Synergy Team Assessment, and Comprehensive Data Review
 - ✓ **Review/Approve** action plan using action-planning tool (Indistar[®]) to ensure alignment with state and federal requirements

- ✓ **Monitor** plans and report progress to SBE semi-annually
 - ✓ **Utilize** variety of data, including classroom walkthrough data, to assess implementation
- **Required Action Districts–Level II**
 - ✓ **Implement** State Actions for Required Action Districts–Level I
 - ✓ **Direct** needs assessment to identify why previous plan did not succeed
 - ✓ **Collaborate** with district and school to develop new action plan (*Corrective Action Plan*)
 - ✓ **Review/Approve** *Corrective Action Plan* to ensure alignment with state and federal requirements
 - ✓ **Identify** potential binding conditions
 - ✓ **Reallocate** funds to support *Corrective Action Plan*, if necessary
- **Assistance & Intervention – State Actions**
 - **All Schools and Districts:**
 - ✓ **Offer** online resources, services, and tools to support improvement process
 - ✓ **Provide** Research-Based Practices Framework (Turnaround Principles) and Continuous Improvement Process/Tool (Indistar[®])
 - ✓ **Coordinate** with OSPI divisions, regional Educational Service Districts (ESDs), and Professional Educator Organizations (e.g., Washington Association of School Administrators [WASA] and Association of Washington School Principals [AWSP]) to provide coherent statewide system of support
 - ✓ **Districts Implementing Turnaround Principles and utilizing action-planning tool (Indistar[®]):** Offer limited additional support
 - **Challenged Schools:**
 - ✓ **Implement** State and District & School Actions listed in “Core Services”
 - ✓ **Allocate** resources (e.g., minimal funding through iGrants, Student and School Success Coaches) – See Appendix B
 - ✓ **Provide** ongoing, job-embedded professional development and technical assistance designed to increase educator capacity for courageous leadership and transformational teaching for learning – See Appendix C
 - ✓ **Offer** technical assistance to implement action plan using action-planning tool (Indistar[®])
 - ✓ **Engage** district and school teams through regional convenings and peer reviews of action plans
 - ✓ **Differentiate** services and supports based on magnitude of need
 - ✓ **Provide** guidance to schools and districts to build systems to sustain improvements
 - **Required Action Districts–Level I**
 - ✓ **Implement** State Actions for Challenged Schools
 - ✓ **Identify and Support** implementation of Expected Indicators using the action-planning tool (Indistar[®])
 - ✓ **Allocate** resources to support effective implementation of intervention model – See Appendix B
 - ✓ **Provide** professional development and technical assistance to implement intervention model

- ✓ **Engage** in on-site monitoring and technical assistance to increase educator capacity to implement action plan
- **Required Action Districts–Level II**
 - ✓ **Implement** State Actions for Required Action Districts–Level I
 - ✓ **May assign** on-site school improvement specialist
 - ✓ **Withhold** state funding allocation if binding conditions are not met

Resources

The Office of Student and School Success utilizes both federal and state resources to support targeted assistance and interventions in Challenged Schools and Required Action Districts–Level I and Level II. Federal and state funds support differentiated services delivered to identified Title I schools, and state funds support differentiated services delivered to identified non-Title I schools.

Resources are differentiated based on a variety of factors:

- Total number of Challenged Schools (Priority and Focus Schools and Required Action Districts–Level I and Level II).
- Number of Title I Challenged Schools (Priority and Focus Schools): These schools are eligible for support using federal Title I funds.
- Number of Required Action Districts–Level I and Level II (RAD Level I and RAD Level II) identified for targeted assistance and intervention.
- Number of Priority schools awarded federal School Improvement Grants (SIGs). A competitive process is used to select SIGs; federal guidance requires each SIG to be awarded funds ranging from \$50,000 to \$2,000,000 annually to support implementation of the identified federal intervention model.

D. Progress Monitoring and Accountability

The Office of Student and School Success implements the strategies described below to (a) monitor progress and hold schools and their districts accountable to meet and/or exceed intended outcomes around improvements in educator practice and increases in student learning, and (b) evaluate and improve the statewide system of support.

School and District Level: Challenged Schools and Required Action Districts

The standard of rigor for review of Student and School Success Plans and Corrective Action Plans is intended to ensure that authentic change occurs in instructional and leadership practices as a result of plan implementation.

- Student and School Success Action Plan Review: Action plans are monitored and school and district teams are provided feedback using the action-planning tool (Indistar[®]) at least three times during the year.
 - Leaders from the Office of Student and School Success, education consultants (Student and School Success Coaches) contracting with the Office, and peer review teams that include state, district, and school leaders engage in a rigorous review process to monitor and provide feedback to school and district teams.
 - Reviewers examine plans to ensure schools have identified expected changes in student learning and educator practices, as well as the measures schools and their districts will use to monitor progress, and, if needed, revise goals and tasks to ensure intended outcomes are achieved over time.
 - Reviews also examine alignment of action plans to state and/or federal requirements. For example, all Priority and Focus Schools must fully implement all seven Turnaround Principles in order to be in compliance with federal guidance.
 - Plans are reviewed to ensure they include targets on interim measures to inform instruction and interventions (e.g., Measures of Academic Progress [MAP assessments] and Smarter Balanced interim assessments).
 - Plans may be reviewed more frequently if concerns around identified improvement strategies and/or progress toward effective implementation of those strategies arise during one of the three scheduled reviews.
 - End-of-year reviews and summative evaluations examine changes in practice and student outcomes in order to ensure authentic change is occurring in Challenged Schools and Required Action Districts. The review also examines policies, practices, and procedures schools and their districts implement that promote educator practices (a) leading to equality in outcome for all students and (b) eliminating barriers and practices that lead to inequitable outcomes.
- iGrant funding expenditures are monitored at least quarterly to ensure alignment of the use of funds with strategies outlined in the action plan and federal/state regulations.
- During their Comprehensive Program Reviews, OSPI's Title I Division monitors and provides feedback on Student and School Success Action Plans for all Title I schools, including those identified as Challenged Schools and the persistently lowest achieving schools in Required Action Districts.
- Student and School Success Coaches and school improvement specialists assigned to Challenged Schools and Required Action Districts by the Office of Student and School Success regularly monitor progress on action plans with

- school and district leadership teams. They use the Task Report feature on the action-planning tool (Indistar[®]) to monitor progress and provide feedback.
- Student and School Success Action Plans for Required Action Districts–Level I are monitored and progress is reported to the State Board of Education twice each year. Required Action Districts–Level I with one or more schools that have remained as persistently lowest achieving for more than three years and have not demonstrated recent and significant improvement or progress toward exiting persistently lowest achieving status, despite implementation of a required action plan, may be assigned to Level Two for Required Action Districts.
 - Corrective Action Plans for Required Action Districts–Level II are monitored and progress is reported to the State Board of Education twice each year.

State Level

Goal-setting is a reciprocal process and responsibility of the legislature, state agencies, and local districts and schools. The Office of Student and School Success identified clear goals, objective, and benchmarks for implementation of the Synergy Model and created a process for monitoring its ongoing operations and evaluating effectiveness of the model. Goals are grounded in what is practically achievable in the short-term and aspirational in the long-term. They also reflect realistic assumptions about the level of resources needed and the time necessary for implementation of reforms to achieve the desired system outcomes.

Ongoing operations supporting implementation of the Synergy Model are monitored in a variety of ways, including:

- Monthly review of Student and School Success Coach activities
- Monthly review of action plans by Student and School Success Coaches
- Review of all action plans at least three times per year to evaluate implementation of improvement strategies and interventions

The office also regularly evaluates its effectiveness and makes adjustments to the Synergy Model to strengthen its impact. Evaluation and improvement strategies include the following:

- The Office of Student and School Success established quality criteria (e.g., S.M.A.R.T. Goal rubric) and review process for school and district action plans.
- Leadership in schools and districts are surveyed at least annually to determine the impact of Student and School Success Coaches and school improvement specialists assigned to their school/district.
- Professional Development and Technical Assistance Implementation reports are completed for all services; these include an assessment of implementation of the new strategy or approach based on a variety of data (e.g., classroom walkthrough data). These reports inform modifications in professional development and technical assistance services.
- Participants in professional development and technical assistance complete evaluations that inform programmatic adjustments and strengthen services.
- District and school leaders are surveyed several times each year to evaluate the impact of services received.
- The office contracts with external organizations (e.g., Center for Educational Effectiveness and Education Northwest) to evaluate program effectiveness. Their reports are published on the OSPI website.
- Contracts for external partners and education consultants are performance-based and include measures related to effective implementation of the Synergy Model (e.g., Review Student and School Success Plans at least monthly).

- Student learning outcomes are tied to school, district, regional ESD, and Office of Student and School Success performance evaluations.

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E. Capacity Building for Sustainability

The Synergy Model is designed to support schools and their districts to sustain improvements in leading, teaching, and learning over time and to continue to build educator and system capacity essential for increasing achievement and closing opportunity gaps. Attributes of the model leading to sustainability are described below.

- **Research-based practices:** The model is anchored in research-based practices identified as essential to improving and turning around school performance (i.e., Turnaround Principles). These “best practices” support schools in delivering data-driven leadership, instruction, and interventions and eliminating barriers that prevent students from achieving state standards. Continued implementation of these practices at both the district and school levels leads to sustainable improvements in both educator capacity and student learning.
- **Evidence-based action-planning tool (Indistar[®]):** The Office of Student and School Success supports all schools and districts, including those that exit “Challenged School” and “Required Action District” status, to utilize an evidence-based action-planning process (Indistar[®]) as the platform for their teams to create, implement, monitor, and revise action plans and ensure effective implementation of identified strategies and interventions.
- **Regional support:** Schools and districts may continue to access professional development and technical assistance around research-based best practices in pedagogy, assessment, and curriculum design through their regional Educational Service District (ESD). Since experts from the Office of Student and School Success and regional ESDs collaborated in the development and delivery of these services, then all schools and districts—regardless of designation—have access to this support.
- **Teacher-Leader Symposium:** Teacher teams from Challenged Schools and Required Action Districts may participate in Teacher-Leader Symposiums designed to build individual and collective capacity to lead and engage in school improvement efforts. Distributing leadership beyond administration to include teacher-leaders is supported by research as significant in sustaining both improvements and momentum for change.

IV. Action-Planning Process

The Office of Student and School Success created a continuous improvement process (Figure 3) that supports schools to develop and implement rigorous action plans that are (a) suited to the unique strengths and challenges identified through their needs assessments and other data, (b) anchored in research-based practices, and (c) lead to sustainable improvements in educator capacity and student learning. Research-based practices focused on leadership, teaching for learning, and building system-wide capacity for change (Turnaround Principles) and change processes (Indistar[®] action-planning tool) provide the foundation for the action-planning process.

Process Overview

The process supports integration of state and federal accountability requirements to the greatest extent allowed by federal regulations. This enables districts and schools to streamline requirements through use of a centralized planning tool. For example, federal requirements for federal Title I, Part A Schoolwide Plans are integrated in the action-planning process for Student and School Success Action Plans required for Priority and Focus schools. This integration leads to planning that is less burdensome and more meaningful, since the linkages between programs are more apparent in the way they are administered and implemented. The action planning tool (Indistar[®]) supports integration of these plans.

Challenged Schools (Priority and Focus Schools) and Required Action Districts—Level I and Level II are required to create, implement, monitor, and revise Student and School Action Plans using Indistar[®]. Note. Priority Schools also include those schools receiving federal School Improvement Grants (SIGs).

The Office of Student and School Success monitors and provides feedback on action plans three times during the year. Leaders from the Office of Student and School Success, education consultants (Student and School Success Coaches) contracting with the Office, and peer review teams that include state, district, and school leaders engage in the review process. They examine plans to ensure schools have identified (a) expected changes in student learning and educator practices and (b) measures schools and their districts will use to monitor progress, and, if needed, revise goals and tasks to ensure intended outcomes are achieved over time. Plans are also expected to include interim measures to inform instruction and interventions (e.g., Measures of Academic Progress [MAP assessments] and Smarter Balanced interim assessments). Additionally, during their Comprehensive Program Reviews, OSPI's Title I Division monitors and provides feedback on action plans for all Title I schools, including those identified as Challenged Schools and identified schools in Required Action Districts.

Alignment with Federal and State Regulations

Guidance is provided to Challenged Schools (Priority and Focus Schools), Required Action Districts, and Priority Schools receiving federal School Improvement Grants (SIGs) to ensure their Student and School Success Action Plans align with federal and state requirements. Identified schools will be directed as follows:

- Priority and Focus Schools: These schools must fully implement the seven Turnaround Principles in federal guidance.
- Schools receiving federal School Improvement Grants (SIGs): These schools must implement one of the four federal intervention models. Since Turnaround Principles align with most requirements of federal Transformation and Turnaround Models, schools will use OSPI's action-planning process (Indistar[®])

to create, implement, monitor, and revise their plans. They will upload documentation to Indistar® to demonstrate alignment with all requirements of their selected intervention model.

- Required Action Districts—Level I and Level II: Identified schools must implement either a federal or state-approved intervention model. Similar to SIGs, these schools will also use OSPI's action-planning process (Indistar®) to create, implement, monitor, and revise their plans. They will upload documentation to Indistar® to demonstrate alignment with all requirements of their selected federal or state-approved intervention model.

As indicated above, plans are monitored three times each year to ensure (a) they align with requirements and (b) schools are making progress toward meeting their rigorous goals for changes in educator practice and student outcomes.

Student and School Success Action-Planning Handbook: A Guide for School Teams
The Office of Student and School Success developed this handbook to guide schools and their districts in (a) examining ways they can most effectively increase educator capacity and improve student achievement, and (b) using 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. Guidance is provided to schools and districts to ensure compliance with federal and state requirements for Challenged Schools, Required Action Districts—Level I and Level II, and schools implementing Title I Schoolwide Plans.

The handbook uses a research-based framework to assess school leadership, instructional strategies, and system-wide practices and to determine next steps. Leaders in the Office of Student and School Success recognize that schools are at different stages in their action-planning processes on Indistar®, so two frameworks are included in the handbook:

A. Action-Planning Process for Newly Identified Schools

B. Action-Planning Process for Continuing Schools

School teams first select the action-planning process that meets their individual needs and aligns with their level of engagement on Indistar®. Next, teams identify entry points into the process that reflect their current progress. They then engage in the steps outlined in their action-planning process.

Continuous Improvement Process: Both action-planning processes are anchored in the continuous improvement process shown in Figure 3. The iterative action-planning process explicitly includes stakeholders from across the school community in examining data and determining what will be necessary to bring about equality of outcome for all students.

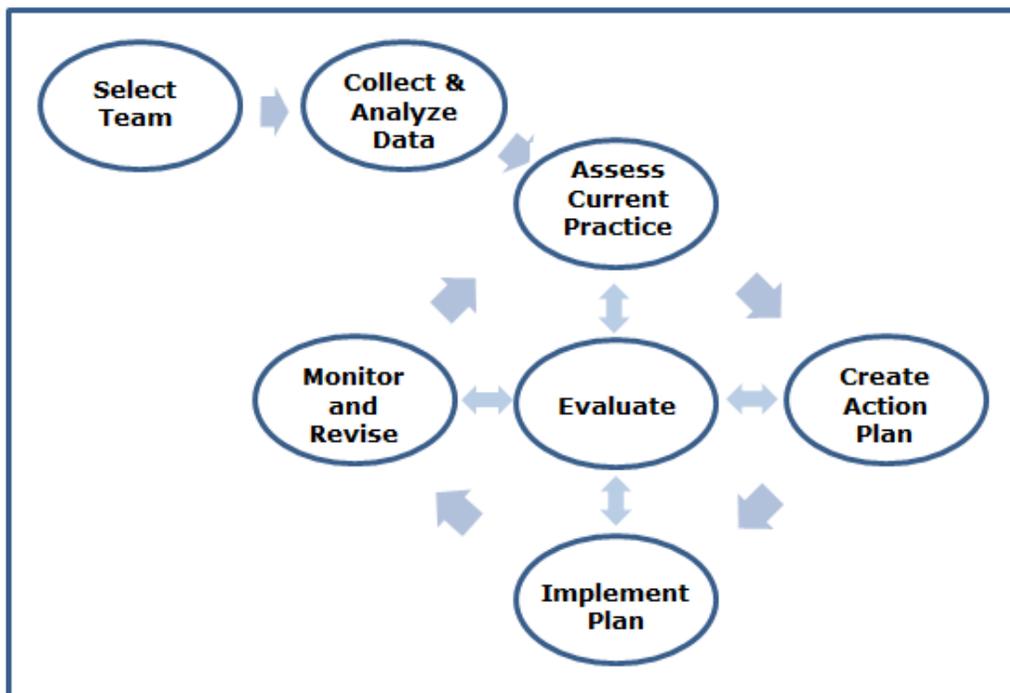


Figure 3. Continuous Improvement Process

As shown in Figure 3, schools first **select a Leadership Team** to facilitate the continuous improvement process. At the onset of this process, the Leadership Team **collects a variety of data** to develop a picture of the current reality of the school. All staff members participate in analyzing the data to determine schoolwide target areas and S.M.A.R.T. Goals that will be used in developing the Student and School Success Action Plan. While depicted as an initial step, it is important to note that collecting and analyzing data is also a recurring step that occurs frequently throughout the action-planning process, from using data to assess Indicators to using data to monitor impact and revise plans.

Next, teams use their data analysis to **assess their school's current level of development** of research-based leadership and instructional practices. They then collaborate with their school community to **create action plans to boost educator capacity** to effectively implement these practices. Plans build on strengths and address opportunity and achievement gaps surfacing during data analysis.

Together, Leadership Teams and their staffs **implement their action plans, monitoring progress frequently** to track progress and determine the level of implementation (changes in educator practice) and impact of their strategies (changes in student outcomes). Teams **revise plans as needed** to ensure fidelity of implementation and increase the impact of their efforts on student achievement.

The ongoing process of collecting and analyzing data supports Leadership Teams as they **evaluate** each step (i.e., assess, create, implement, monitor, and revise).

Evaluation includes strategies such as the following:

- Study the *Current Level of Development Review* (Assess and Create steps).
- Use S.M.A.R.T. Goal Rubric to evaluate goals and associated tasks (Create step).

- Participate in a peer review to determine the viability of their Student and School Action Plan in meeting intended objectives (*Create* step).
- Solicit teacher feedback to track implementation progress and identify and address potential barriers (*Implement* step).

As practices become embedded in the daily routine of the school, that is, as they become “the way we do things around here,” Leadership Teams move forward in their continuous improvement process by **assessing** and **creating** plans to build capacity to implement additional research-based practices. As indicated above, teams will continue to **collect and analyze data** at each step of this cyclical process.

Turnaround Principles (Student and School Success Principles)

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.

Expected Indicators

OSPI identified 17 high-leverage actions for schools (i.e., “School-Level Expected Indicators”) and 13 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 high-leverage actions that schools and districts can take to build educator capacity and significantly improve student learning outcomes. They also support school and district leaders and their 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. Teams can also use the collective results when creating and monitoring their Student and School Success Action Plan on 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 how specific practices will 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).

Indistar[®] Online Action Planning Tool

As illustrated in Tables 2 and 3, each step of the action-planning process corresponds to specific action(s) in Indistar[®]. Table 2 will guide school teams who have not used the Indistar[®] planning tool OR who have minimal experience with the tool. Table 3 supports teams with active plans on Indistar[®]; these teams will select entry points into the action-

planning process that reflect their current efforts, particularly around implementing the Expected Indicators.

Table 2. Newly Identified Schools: Steps in Action-Planning Process and Corresponding Indistar[®] Action

Step in Action Planning	Corresponding Indistar [®] Action
1. Select School Leadership Team to Shepherd the Process	Add School Team names and School Information on Indistar [®] home page
2. Collect and Analyze Data	<ul style="list-style-type: none"> • Download <i>Data Reflection Protocol</i> from <i>Docs and Links</i> • Upload aggregate <i>Data Reflection Protocol</i> and other data to <i>Document Upload</i> and/or add to <i>Assessment Section</i> on Indistar[®] (<i>Optional</i>)
3. Complete <i>Current Level of Development Review</i> and Collate Results	Download <i>Current Level of Development Review</i> from <i>Docs and Links</i>
4. Use <i>Current Level of Development Review</i> to Assess Expected Indicators on Indistar [®]	Assess Expected Indicators on Indistar [®]
5. Identify Active Expected Indicator for Each Principle	Select active Indicators on Indistar [®]
6. Create Action Plan with S.M.A.R.T. Goals on Indistar [®] for Each Active Indicator	Create Student and School Success Action Plan for active Indicators on Indistar [®]
7. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar [®] and revise/add tasks if needed

Table 3. Continuing Schools: Steps in Action-Planning Process and Corresponding Indistar® Action

Step in Action Planning	Corresponding Indistar® Action
1. Update Information on Indistar® Home Page (School Leadership Team Names and School Information)	Update Leadership Team names and School Information on Indistar® home page, if needed
2. Collect and Analyze Data	<ul style="list-style-type: none"> • Download <i>Data Reflection Protocol</i> from <i>Docs and Links</i> • Upload aggregate <i>Data Reflection Protocol</i> and other data to <i>Document Upload</i> and/or add to <i>Assessment Section</i> on Indistar® (<i>Optional</i>)
3. Complete <i>Current Level of Development Review</i> and Collate Results	Download <i>Current Level of Development Review</i> from <i>Docs and Links</i>
4. Use <i>Current Level of Development Review</i> to Monitor Active Indicators and Revise Plans	Monitor active Indicators on Indistar® and revise/add tasks if needed
5. Use <i>Current Level of Development Review</i> to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar®
6. Ensure at Least One Active Expected Indicator for Each Principle	Select active Indicators on Indistar®
7. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator (if needed)	Create Student and School Success Action Plan for active Indicators on Indistar®
1. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

Integrating Student and School Success Action Plans and Title I Schoolwide Plans

Leaders from the Office of Student and School Success and Title I Division collaborated to develop a process that enables teams to integrate their two plans on Indistar®. 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 two plans. Table 4 outlines the steps in the process and associated Indistar® actions.

Table 4. Steps to Integrate Student and School Success Action Plan and Schoolwide Plan and Corresponding Indistar[®] Action

Step	Corresponding Indistar[®] Action
1. Upload current Title I Schoolwide Plan to Indistar [®]	<ul style="list-style-type: none"> • Open <i>Document Upload</i> tab • Locate Title I Component folders for collecting evidence on Indistar[®] • Upload current plan to folder titled <i>Title I Schoolwide Plan Documents Misc.</i>
2. Open and review webform “ <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> ”	<ul style="list-style-type: none"> • Open <i>Forms to Complete</i> tab • Click on <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> to open the webform
3. Collect required evidence for Components 1, 2, 3, 5, and 10	<ul style="list-style-type: none"> • Open <i>Document Upload</i> tab • Upload evidence to appropriate folder in the <i>Document Upload</i> tab, using naming protocol to label each document • Check applicable boxes in the <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> for each Component • Save changes to checklist before closing webform
4. Identify specific Indistar [®] Indicators that align with schoolwide strategies for Components 4, 6, 7, 8, and 9	<ul style="list-style-type: none"> • Check the applicable boxes in the <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i> for each Component • Upload evidence to appropriate folder in the <i>Document Upload</i> tab, using naming protocol to label each document • Save changes to checklist before closing webform
5. Identify Indicators from Step 4 <i>included</i> in the school’s current Student and School Success Plan; review S.M.A.R.T. Goals, tasks, and timelines to ensure alignment with Title I Schoolwide Program requirements	Review current Student and School Success Action Plan on Indistar [®]
6. Assess Indicators from Step 4 <i>not included</i> in the school’s Student and School Success Action Plan	Assess newly identified Indicators on Indistar [®]
7. Create Action Plans with S.M.A.R.T. Goals for each Indicator identified in Step 4	Create Action Plans on Indistar [®] for newly identified Indicators
8. Complete <i>Title I Schoolwide Plan Required Components Checklist of Evidence/Actions</i>	Click “Save and Send for Review” to submit webform to OSPI’s Title I Division
9. Implement Student and School Success Action Plan/Title I Schoolwide Plan and monitor implementation and impact	Monitor active Indicators on Indistar [®] and revise/add tasks if needed

V. Appendix A

Washington Achievement Index

Guiding Principles

The following guiding principles were identified by the State Board of Education when creating the Washington Achievement Index: (a) demonstrates attributes of transparency, fairness, consistency, and accessibility for teachers, districts, parents, and policy makers; (b) uses existing data; (c) relies on multiple measures, including results from all grades tested and all subjects tested in the state assessment system (reading, writing, mathematics, and science); and (d) provides multiple ways to recognize success.

Additional guiding principles for the accountability framework were recognized by the SBE in working with the Achievement and Accountability Workgroup as revisions to the Washington Achievement Index were considered (Appendix A). These include:

- a. Student growth is an essential element in an effective school accountability system. However, inclusion of student growth shall not come at the expense of a commitment to and priority on getting all students to academic standard. Washington's accountability system should work toward incorporating metrics of growth adequacy, which measures how much growth is necessary to bring students and schools to academic standard within a specified period of time. An objective standard of career and college readiness for all students should remain the long-term focus of the system. **Section III – Designating Schools**
- b. The Board recognizes that the transition to Common Core State Standards creates practical challenges for shorter term goal-setting, as a new baseline of student performance will be established on a series of more rigorous standards and assessments. Normative measures of accountability are a transitional strategy during periods of significant change. Long-term, however, the accountability framework shall establish objective standards for Index performance tiers and exit criteria for required action status. The Board does not support a permanent system of moving, normative performance targets for our schools and students. The long-term goal remains gradually reduced numbers of schools in the bottom tiers of the Index. **Section III – Designating Schools**
- c. To the greatest extent allowable by federal regulations, the federal accountability requirements for Title I schools should be treated as an integrated aspect of the overall state system of accountability and improvement applying to all schools. The composite Achievement Index score should be used as the standard measure of school achievement, and should be directly aligned with designations of challenged schools in need of improvement made annually by the superintendent of public instruction and the lists of persistently low-achieving schools as required under federal regulations. **Section III – Designating Schools**
- d. The integration of state and federal accountability policies should also be reflected in program administration. To the greatest extent allowed by federal regulations, state and federal improvement planning should be streamlined administratively through a centralized planning tool. Improvement and compliance plans required across various state programs and federal Title programs should be similarly integrated to the extent allowable. Planning will become less burdensome and more meaningful when the linkages between programs become more apparent in the way they are administered. **Section IV – Action-Planning Process**

- e. The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the Board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of Common Core State Standards and the underlying standard of career and college readiness for all students. As we continue to seek your feedback and work in collaboration on behalf of our students. **Section III – Designating Schools**
- f. In the education accountability framework, goal-setting should be a reciprocal process and responsibility of the legislature, state agencies, and local districts and schools. The state education system should set clearly articulated performance goals for itself in a manner consistent with the planning requirements established for school districts and schools. State goal-setting should be grounded in what is practically achievable in the short-term and aspirational in the long-term, and should reflect realistic assumptions about the level of resources needed and the time necessary for implementation of reforms to achieve the desired system outcomes. **Section III – Progress Monitoring and Accountability**
- g. While the Board supports the use of school improvement models beyond those identified by the federal department of education, the Board will uphold a standard of rigor in review of these plans to ensure that authentic change occurs in instructional and leadership practices as a result of plan implementation. Rigorous school improvement models should not be overly accommodating of existing policies and practices in struggling schools, and summative evaluations should be able to document verifiable changes in practice. **Section III – Progress Monitoring and Accountability**
- h. Recognition of school success is an important part of an effective accountability framework. The Board is committed to an annual process of school recognition, and believes that award-winning schools can make significant contributions to the success of the system by highlighting replicable best practices. All levels of success should be celebrated, including identifying improvement in low-performing schools and highlighting examples of good schools that later achieve exemplary status. **Section III - Recognition**
- i. Ensuring equality in outcome for the State's 1.1 million students, which includes all students graduating college and career ready, is the ultimate metric for the success of our school system. This summative performance-based measure is of course monitored with several incremental goals along the way. This goal will be reached with a carefully crafted system of differentiated support focused on the two catalytic leverage points of "Courageous Leadership" and "Transformational Teaching for Learning." Our moral obligation as an SEA is to ensure that we create a system that provides this differentiated support regardless of race, socio-economic status or geography. When historical approaches fail to get the results that our students deserve, the superintendent of public instruction will develop and implement the kinds of supports and services that will ultimately ensure the success of each of our schools and each of our students. **Foreword**

Instructional Supports and Services OSPI: **Divisions of Student and School Success & Student Support**

This document describes the services and support provided through OSPI's Division of Student and School Success. The first column lists the content area and specific professional development, coaching, and/or technical assistance offered through the division. This includes the primary service area (e.g., Mathematics, Reading), title of the service, intended audience, and approximate length. The second column provides a brief description of expected outcomes for participants.

For questions, please call our office at (360) 725-4960 or email the following individuals:

- **All services offered through the Division: Travis Campbell at travis.campbell@k12.wa.us**
- **English Language Development: Chriss Burgess at chriss.burgess@k12.wa.us**
- **Mathematics Services: Patrice Woods at patrice.woods@k12.wa.us**
- **Reading/Language Arts Services: Judith Mosby at judith.mosby@k12.wa.us**
- **Special Education Services: Chriss Burgess at chriss.burgess@k12.wa.us**

Principle 1: Provide Strong Leadership

Student/School Success Support	Brief Description
<p>Mathematics and Reading: Leadership Research</p> <p>Audience: District and school leaders and grade-level teacher leaders Length: ½ day each for <i>Mathematics Leadership Research</i> and <i>Reading Leadership Research</i></p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Develop knowledge of leadership skills necessary to support increased student achievement in mathematics/reading; • Use current mathematics/reading research to develop a shared vision of quality mathematics/reading leadership; and • Translate the vision of quality mathematics/reading leadership into personal and/or team goals.
<p>Special Education: Incorporating Academic Learning Standards into IEPs</p> <p>Audience: Administrators Length: Approximately ½ to 1 day based on school needs</p> <p><i>Note. See Principle 4 for Related Teacher and Team Services</i></p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Define/redefine roles, responsibilities and expectations specific to Special Education (staff, students, programs, policies/procedures, etc.); • Increase knowledge of rules/regulations regarding Students with Disabilities and their access to CCSS (e.g., instruction, assessment); • Identify barriers and solutions at school and district levels; • Identify gaps in current professional development and create action and progress monitoring plans to address gaps; and • Gain functional knowledge in using IEP review tools to assist with implementation and progress monitoring.
<p>Special Education: Leadership Coaching</p> <p>Audience: Administrators and Teams Length: Customized to fit school needs</p>	<p>As a result of Coaching, participants will build capacity to:</p> <ul style="list-style-type: none"> • Incorporate academic learning standards into IEPs and implement standards-based instruction and interventions; • Implement a Response to Intervention (RTI) Framework (i.e., a multi-tiered instructional framework), increase access to Core Instruction, and implement action goals related to Special Education; and • Create system-wide mission and vision for serving students with disabilities.
<p>English Language Development: Implementing Sheltered Instruction</p> <p>Audience: Administrators and Teams Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Gain awareness of sheltered instruction and the research base regarding effective implementation; • Understand how sheltered instruction supports content learning for all students, but is essential for the success of English language learners; and • Experience a training simulation of one sheltered instruction component.
<p>All Student and School Success Services: Leadership Coaching</p> <p>Audience: Administrators and Teams Length: Customized to fit school needs</p>	<p>Leadership coaching services are available to Priority and Focus schools identified through Washington’s approved <i>ESEA Flexibility Request</i>. Coaches provide “shoulder-to-shoulder” support using the Indistar® action planning tool, assist school leadership in interpreting Needs Assessments and other relevant data to inform instruction and strategic academic interventions, assist with facilitating professional development, conduct classroom walkthroughs with leaders, and provide general guidance around implementing the school’s Student and School Success Action Plan.</p>
<p>Guidance and Counseling Program Development</p> <p>Audience: District and school leaders, school counselors Length: Approximately 1 hour to 1 day based on school needs</p>	<p>Secondary education provides technical assistance to school districts and schools in the development of guidance and counseling programs to address barriers to student success, specifically in meeting developmental outcomes in personal/social, educational, and college and career readiness guidance needs of students.</p>

Principle 2: Ensure Effective Instruction

Student/School Success Support	Brief Description
<p>Reading: Increasing Phonics and Advanced Decoding Skills</p> <p>Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs</p>	<p>Phonics and word study skills are necessary for students to comprehend text. These skills must be taught in an explicit and systematic manner for students to gain automaticity with print (Chall and Popp, 1996).</p> <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their knowledge of how to assess students’ phonic and decoding skills; and • Build their capacity to systematically and explicitly help students to perform key encoding and decoding tasks as they read.
<p>Reading: Increasing Morphological Awareness and Its Application</p> <p>Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs</p>	<p>Students are expected to access more complex text as they progress through the grades. Hence, it becomes necessary that the advanced decoding skills be expanded to include more complex morphology, including roots and syntax. As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their knowledge of how to assess students’ advanced decoding skills; and • Build capacity to support students to increase their ability to use more complex morphology (e.g., roots and syntax) to understand the meaning of words across curriculum and content areas.
<p>Reading: Comprehension Strategy Knowledge-Grades K-6</p> <p>Audience: District/school reading leadership teams and additional teacher leaders in grades K-6 Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their understanding of effective instructional practices for teaching reading comprehension strategies; and • Build capacity to support students to increase their ability to apply reading comprehension strategies to understand the meaning of text across curriculum and content areas.
<p>Reading: Rethinking Content Area Literacy-Grades 4-12</p> <p>Audience: District/school reading leadership teams and additional teacher leaders in grades 4-12 Length: 1 day</p>	<p>The Common Core State Standards insist that instruction in reading, writing, speaking, listening, and language should be a shared responsibility within the school. As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their understanding of current research around adolescent literacy in order to ensure students are prepared for college and career demands; • Develop practical, effective instructional strategies to prepare students for accessing text across the content areas; and • Build capacity as content area teachers to support quality adolescent literacy.
<p>Reading: Reading/Writing Connection</p> <p>Audience: District/school reading leadership teams and additional teacher leaders in grades 3-12 Length: 1 day</p>	<p>It is important for teachers and students to understand the reading – writing connection that requires students to draw upon and write about evidence from literary and informational texts As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their understanding of research that (1) strongly supports the teaching of the two reciprocal processes together and (2) emphasizes that literate persons are both readers <i>and</i> writers, constructing meaning from the texts that they read and the ones that they write; and • Develop practical, effective instructional strategies that explicitly integrate reading and writing.

Principle 2: Ensure Effective Instruction (continued)

Student/School Success Support	Brief Description
<p>Reading: Increasing Academic Vocabulary</p> <p>Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their understanding of current research around the importance of students developing skills to build their academic vocabulary, so they can access the increasingly complex words and texts they encounter as they progress through the grades; and • Develop practical, effective instructional strategies that explicitly support students to build their skills in understanding words they encounter that are not part of their oral vocabularies.
<p>Mathematics: Problem Solving</p> <p>Audience: District/school math leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Expand understanding of problem-solving standards and their relevance; • Understand common student learning challenges with problem solving; and • Identify instructional strategies that address learning challenges.
<p>Mathematics: Quality Instruction</p> <p>Audience: District/school math leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Develop knowledge of research-based instructional practice that promotes student achievement in the mathematics classroom; • Apply knowledge of research-based instructional practice in mathematics to support increased student achievement; • Develop tools to monitor implementation of quality instructional practice in the classroom; • Use current mathematics research to develop a shared vision of quality mathematics instruction; • Translate the vision of quality mathematics instruction into indicators (operational definition); and • Create a tool to monitor district implementation of quality mathematics instruction.
<p>English Language Development: Content and Language Objectives that Work</p> <p>Audience: District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Learn why language objectives are important to effective instruction for English language learners (ELLs); • Learn to write language objectives that support content objectives; and • Write language objectives that are scaffolded for the five levels of language acquisition.
<p>English Language Development: Fostering a Verbal Environment: Developing Oral Language in English Language Learners</p> <p>Audience: District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Establish an understanding of the research regarding oral language development in English language learners in an effort to their increase academic achievement; • Become knowledgeable about current research and identify support needed to implement research-based practices for oral language development; and • Engage in professional dialogue with colleagues about improving instruction through effective use of specific strategies to develop oral language in English language learners. <p>Note. This professional development may include lesson modeling.</p>

Principle 2: Ensure Effective Instruction (continued)

Student/School Success Support	Brief Description
<p>English Language Development: Classroom Strategies that Work for ELLs</p> <p>Audience: District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand current research related to selected Marzano’s High-Yield Strategies; and • Learn to apply these high-yield strategies with a language acquisition perspective. <p>Note. This professional development may include lesson modeling. Additionally, some text(s) may be required.</p>
<p>English Language Development: Guidelines for Teaching Literacy to ELLs</p> <p>Audience: District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Gain knowledge of distinctions in literacy instruction for English language learners; • Apply research-based distinctions to their teaching or monitoring practices; and • Develop skills in teaching comprehension skills that will assist ELLs to build meaning. <p>Note. This professional development may include lesson modeling.</p>
<p>Reading; Literacy Instruction for Culturally and Linguistically Diverse Students</p> <p>Audience: District/school leadership teams and grade-level teams, including Special Education and English Language Development staff Length: Customized to fit individual school/district needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their cultural competency; • Deepen their understanding of how to effectively engage culturally and linguistically diverse students in learning; and • Develop and implement effective strategies to support literacy instruction for their culturally and linguistically diverse students.
<p>All Content Areas: Cultural Competence and Language</p> <p>Audience: District/school leadership teams and grade-level teams, including Special Education and English Language Development staff Length: Customized to fit individual school/district needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand some key definitions of culture; • Understand some key components of language that are related to culture; • Identify areas of instructional practice that have opportunities for modification with regard to culturally competent communication; and • Create plan of action to address these identified areas of practice.
<p>The Advanced Placement (AP) Program</p> <p>Audience: Secondary Teachers Length: 4 – 5 days</p>	<p>This program allows students to take rigorous college-level courses while still in high school. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions.</p> <p>Teachers received professional development through week long AP Summer Institutes provided by the College Board. There are four venues for summer institutes offered in Washington: Bellevue School District, Pacific Lutheran University, Spokane School District, and Vancouver School District. OSPI is available to offer technical assistance concerning AP professional development.</p>

Principle 2: Ensure Effective Instruction (continued)

Student/School Success Support	Brief Description
<p>The Advancement Via Individual Determination (AVID)</p> <p>Audience: Secondary administrators, teachers, and counselors</p> <p>Length: 3 days</p>	<p>This program is a college readiness system for elementary through higher education that is designed to increase school wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.</p> <p>Teachers, administrators, and counselors receive professional development through three day AVID Summer Institutes and one to two day AVID Path trainings. All summer institutes are located outside of Washington while selected Path trainings occur in Everett School District, Spokane School District, and Vancouver School District.</p> <p>OSPI is available to offer technical assistance concerning AVID professional development.</p>

Principle 3: Increase Learning Time

Student/School Success Support	Brief Description
<p>Mathematics, Reading/ELA, Special Education, English Language Development: Creating an Effective Learning Environment</p> <p>Audience: District/school reading leadership teams and additional teacher leaders</p> <p>Length: Customize to fit school and/or district needs</p> <p><i>Note. This also supports indicators in Principle 6</i></p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand how to set up classroom structures that support active engagement of all students; • Learn how to conduct classroom walkthroughs with a focus on increased learning time and student engagement and to analyze data collected through the process; and • Depending on staff needs, build capacity in areas such as lesson planning.
<p>Mathematics, Reading/ELA, Special Education, English Language Development: Cooperative Learning</p> <p>Audience: District/school reading leadership teams and additional teacher leaders</p> <p>Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Develop capacity to implement a variety of cooperative learning activities to improve students' understanding of a subject and increase their authentic engagement in learning; • Understand how to set up cooperative learning opportunities so that each team member achieves the intended learning outcome and assists fellow teammates in doing so as well; and • Learn how to use cooperative learning activities to establish an atmosphere of achievement and student engagement.

Principle 4: Improve Instructional Program

Student/School Success Support	Brief Description
<p>Reading and/or Mathematics: Systems Gap Analysis</p> <p>Audience: School and district administrators and teams Length: The length for each content area is 2-3 days. School and district teams can engage in <i>Reading Systems Gap Analysis</i> and/or <i>Mathematics</i></p>	<p>The Systems Gap Analysis is a reflective process that focuses on what students experience as they progress through the school system over time. Through this process, participants will:</p> <ul style="list-style-type: none">• Develop an understanding of current K-12 reading/mathematics research as it relates to effective implementation of a comprehensive reading/mathematics system;• Use current research to analyze existing reading/mathematics programs for strengths and opportunities (gaps) in the areas of leadership, core instructional program, quality instruction, assessment, and interventions;• Begin future action planning and implementation of research-based reading/mathematics improvement efforts;• Enhance knowledge in current reading/mathematics research as it relates to systematic implementation of a comprehensive reading/mathematics system;• Enhance understanding of reading/mathematics leadership, core program, quality instruction, assessment, and intervention and the relationship of each to student achievement; and• Build capacity to write and implement effective school and district improvement plans related to the reading/mathematics program. <p>Note. Consider doing in conjunction with <i>Special Education Program Analysis</i>.</p>
<p>Special Education: Program Analysis</p> <p>Audience: School and district administrators and teams; includes both Special Education and General Education leaders and staff Length: Customized to fit school and district needs</p>	<p>Participants will engage in a complete analysis of school/district Special Education programs focusing on students' access to Core instruction and interventions. The process includes the following:</p> <ul style="list-style-type: none">• Comprehensive interviews with identified team(s); and• Data analysis and review of staffing, policies/procedures including referral and eligibility processes, staff training, RTI implementation, interventions, Core materials, demographics, collaboration opportunities, formative assessments, data-based decision making, etc. <p>At the conclusion, a synthesis report will be provided; report will include suggestions for next steps to complement action planning.</p>
<p>Reading: K-5: Getting More from the Reading Core 6-12: Getting More in and Beyond the Core</p> <p>Audience: District/school reading leadership teams and additional teacher leaders Length: 1 day each, includes on-site technical assistance customized to address school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none">• Understand how to deliver research-based strategies aligned to Common Core State Standards to all students, including English language learners and students receiving special education services;• Develop practical classroom applications for Core instruction;• Increase content and pedagogical knowledge needed to raise reading achievement for all students, including English language learners and students receiving special education services; and <p>As needed, engage in technical assistance to assist with effective implementation of research-based standards-aligned instructional practice.</p>

Principle 4: Improve Instructional Program (continued)

Student/School Success Support	Brief Description
<p>Reading/ELA and Mathematics: Creating a Curricular Calendar</p> <p>Audience: District/school leadership teams, grade-level teams, and additional teacher leaders Length: Customized to address school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Develop a curricular calendar aligned with the Common Core State Standards; and • Understand how to use the calendar as a roadmap for instruction throughout the school year.
<p>Reading/ELA and Mathematics: Writing Units of Study</p> <p>Audience: District/school leadership teams, grade-level teams, and additional teacher leaders Length: Customized to address school needs</p>	<p>Units of study are roadmaps for learning. The units are developed based on the Common Core State Standards and/or the district’s curricular calendar. As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Write units of study based on the Common Core State Standards and/or the district’s curricular calendar; and • Understand how to use the units of study as roadmaps for learning throughout the school year.
<p>Reading: Oral Language Development</p> <p>Audience: District/school reading leadership teams and additional teacher leaders in grades K-8 Length: 1 day</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand current research identifying the role of oral language development in subsequent reading achievement; • Develop effective strategies for incorporating oral language instruction and development into all areas of reading instruction; and • Build capacity to incorporate the English Language Development Standards in reading instruction.
<p>Reading: Modeling Lessons</p> <p>Audience: Grade-level teams and additional teacher leaders Length: Customized to address school needs</p>	<p>Coaching and Technical Assistance are available to assist teachers in developing and implementing lessons using the districts’ adopted reading materials for Core and intervention instruction. These lessons are described as “model lessons.” Model lessons serve as one tool in a coaching cycle and can be implemented with grade-level teams to ensure capacity building and sustainability. This support is particularly important as schools and districts begin analyzing data and making instructional adjustments.</p>
<p>Reading and Mathematics: Differentiated Instruction</p> <p>Audience: District/school leadership teams and additional teacher leaders Length: Customized to address school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand current research around differentiated instruction, including varying paths to adjust instruction based on content, process, product, and the environment; • Engage in classroom-based activities that can be used to modify instruction based on student need; and • Learn how to effectively use student data to make informed instructional decisions. <p>Note. A survey is available to assess district/school needs based upon specific challenges and successes directly linked to lesson planning and instruction; results of the survey are used to customize professional development and technical assistance to meet individual district/school/team needs.</p>

Principle 4: Improve Instructional Program (continued)

Student/School Success Support	Brief Description
<p>Special Education: Incorporating Academic Learning Standards into IEPs</p> <p>Audience: Grade-level teams and additional teacher leaders; includes both Special Education and General Education staffs Length: 2 days</p> <p><i>Note. See Principle 1 for Related Administrator</i></p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Build capacity to create IEPs based upon students' achievement relative to grade-level standards; • Understand history and requirements regarding content standards and Common Core State Standards; • Increase functional knowledge of Common Core State Standards in ELA and Mathematics; • Identify sources of data to create standards-based Present Levels of Academic Achievement and Functional Performance (PLAAFP); • Use ELA and Mathematics Standards to develop PLAAFP and Measurable Annual Goals; and • Utilize IEP review tools to assess implementation.
<p>Special Education: Student Access to Research-Based Interventions</p> <p>Audience: Grade-level teams and additional teacher leaders; includes both Special Education and General Education staffs Length: Customized to address school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Review their current interventions and progress monitoring systems using web-based sites (American Institutes for Research [AIR], What Works Clearinghouse, Response to Intervention [RTI] Networks, IRIS Center, Intervention Central, Best Evidence Encyclopedia, etc.); • Inventory current intervention programs and analyze outcomes; • Identify intervention gaps; • Create a fidelity check; • Determine barriers/solutions, including blended service delivery models with Title 1/Special Education; and • Evaluate implementation of their RTI or multi-tiered instructional framework.
<p>All Content Areas: Using Multi-Tiered Instructional Materials Effectively</p> <p>Audience: School and district leadership teams, grade-level teams, additional teacher leaders Length: Customized to address school needs</p>	<p>As a result of this Technical Assistance, participants will:</p> <ul style="list-style-type: none"> • Understand current research and resources for effective secondary and tertiary interventions; • Evaluate their multi-tiered system to determine the effectiveness of their current interventions and to identify gaps; and • Access a variety of resources to help select instructional materials and resources to support effective implementation of their secondary and tertiary intervention systems.
<p>All Content Areas: Effective Instructional Strategies</p> <p>Audience: School and district leadership teams, grade-level teams, additional teacher leaders Length: Approximately ½ - 1 day for professional development for strategies; technical assistance Customized to address school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand current research around instructional strategies effective in supporting all students to learn to high standards; and • Build capacity to implement research-based strategies in a variety of settings In order to meet the needs of all students, including English language learners and students receiving Special Education services. <p>Note. Technical assistance will be tailored to fit the school's demographics and areas of need.</p>

Principle 4: Improve Instructional Program (continued)	
Student/School Success Support	Brief Description
<p>Mathematics: Instructional Materials Alignment</p> <p>Audience: District/school math leadership teams and additional teacher leaders; recommend including Special Education and English Language Development staff</p> <p>Length: 1 ½ days</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Identify individual elements within a grade-level standard based on conceptual understanding, procedural proficiency, and mathematical processes, so that when combined with all grade-level standards, the school will have an aligned and balanced mathematics program; • Check the instructional alignment of each element of the performance expectations with specific lessons in the instructional materials to ensure that all students receive aligned grade-level mathematics instruction; • Identify and address gaps in current instructional materials; • Develop a better understanding of Washington State K-12 Mathematics Learning Standards and the Common Core State Standards for Mathematics; • Coordinate with and engage Special Education and English Language Development staff to ensure all
<p>Mathematics: Curriculum Guide Development</p> <p>Audience: District/school math leadership teams and additional teacher leaders; recommend including Special Education and English Language Development staff</p> <p>Length: 2 days</p> <p><i>Note. Mathematics Instructional Materials Alignment Professional Development described above is a pre-requisite for this professional development</i></p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Use information from the <i>Mathematics Instructional Materials Alignment Professional Development</i> to create comprehensive curriculum guides to address the pacing and sequencing of instructional materials, standards, and assessments to ensure all students have access to standards-based instruction; • Understand the importance of each section of the Curriculum Guide Tool and how the tool supports teaching to standards in classrooms; • Gain a working knowledge of state curriculum tools that support mathematics curriculum work; and • Use curriculum guides to support increasing student achievement in mathematics.
<p>Running Start / Dual Credit Program Expansion:</p> <p>Audience: District and school leaders, school counselors</p> <p>Length: Approximately 1 hour to 1 day based on school needs</p>	<p>Secondary Education maintains regular communications with higher education partners, as well as shared responsibility around Launch Year dual credit programs development. Program staff can assist schools with information on program basics and guidance resources.</p>

Principle 5: Use Data to Improve Instruction

Student/School Success Support	Brief Description
<p>Mathematics and Reading: Benchmark Assessments</p>	<p>The Mathematics and Reading Benchmark Assessments (MBAs/RBAs) are standards-based interim assessment tools developed for K-10. These assessments are designed to provide a bridge between classroom formative assessments and end-of-year summative assessments. Additionally, the MBA/RBA tools are intended to be used to evaluate student learning of specific State and Common Core State Standards in Mathematics/English Language Arts, identify student instructional needs through collaborative data dialogue, and adapt instruction to better enable academic proficiency for all students. Note. RBAs “spiral” over the course of the year. That means some of the same standards will be measured in RBA 1, RBA 2, and/or RBA 3. For this reason, teams are encouraged to use the RBAs to measure student growth over the course of the year on these standards.</p>
<p>Mathematics and Reading: MBA and RBA Data Analysis</p> <p>Audience: District/school leadership teams and grade-level teams, including Special Education and English Language Development staff Length: Customized to fit school/district needs</p>	<p>Analysis of MBA/RBA data is integral to increasing student academic success. Support to analyze data includes assisting stakeholders in understanding the DataDirector platform, using assessment reports to engage in a protocol for identifying student misconceptions, and developing a data-based plan for instructional modification. Additional support is also available to assist with the effective implementation of the designated instructional adjustments for improvement.</p>
<p>Mathematics and Reading: Formative Assessments</p> <p>Audience: District/school leadership teams and grade-level teams, including Special Education and English Language Development staff Length: Customized to fit school/district needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Develop an understanding of formative assessments and the potential for improving student achievement in mathematics/reading under a comprehensive assessment system; and • Create/adapt formative assessments to support students to achieve to Washington State and Common Core State Standards.
<p>Mathematics and Reading: Designing and Implementing a Comprehensive Assessment System</p> <p>Audience: District/school leadership teams and grade-level teams, including Special Education and English Language Development staff Length: Customized to fit school/district needs</p>	<p>As a result of this Technical Assistance and Professional Development, participants will:</p> <ul style="list-style-type: none"> • Develop an understanding of the variety of assessments that meet a variety of different purposes; and • Design and implement a comprehensive assessment system that provides various users with information they need to make decisions.
<p>Reading: Using Data to Design Instruction</p> <p>Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Use multiple reliable and valid assessments to document students’ immediate instructional needs; • Design instruction utilizing data collected and analyzed from assessments that measure student progress and needs in reading; and • Measure the program’s success in meeting those needs.

Principle 6: Establish a Safe Learning Environment (Contact Greg Williamson: Greg.Williamson@k12.wa.us)

Student/School Success Support	Brief Description
<p>Counselor Summer Institute Audience: District and school leaders, school counselors Length: Approximately 1 hour to 1 day based on school needs Contact: Mike.Hubert@k12.wa.us</p>	<p>OSPI is sponsoring a Guidance and Counseling Summer Institute this June 26 & 27 at the Red Lion in Olympia. The two-day program will provide counselors with tools to become more effective in assisting students to graduate successfully. Specialist from OSPI will present essential information and updates on assessment, graduation requirements, dropout prevention & intervention, and more. Representatives from DSHS, Labor and Industries, Workforce Training and Washington Student Achievement Council will also provide relevant information for school counselors. Additional information and registration can be found at: http://www.k12.wa.us/SecondaryEducation/SummerInstitute.aspx</p>
<p>School Safety Center: Incident Command System (ICS) Training Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs Contact: Mike.Donlin@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand the ICS system and how to use it to manage disasters/emergencies. • Be prepared to test for FEMA certification (Washington state building principals are required to be ICS certified).
<p>School Safety Center: Harassment, Intimidation and Bullying Training Audience: District/school leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs Contact: Mike.Donlin@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • For compliance officers only: Understand their training requirements under RCW 28A.300.285, the state Harassment, Intimidation and Bullying Prevention law. • For school wide audiences: Gain a working knowledge of the investigation and reporting requirements of the legislation, and learn about best practices from the field.
<p>School Safety Center: Comprehensive Safe School Planning Audience: District/school leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs Contact: Mike.Donlin@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Become familiar with best practices regarding comprehensive safe school planning, and the impacts on student academic achievement and student support.

Principle 6: Establish a Safe Learning Environment (Contact Greg Williamson: Greg.Williamson@k12.wa.us) (continued)

Student/School Success Support	Brief Description
<p>School Safety Center: Gangs in Schools Training Audience: District/school leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on staff needs Contact: Mike.Donlin@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Learn about effective practices in reducing the effects of gangs on student learning and wellbeing.
<p>Health Services: District Assessment Training Audience: School Nurses and others administering the district assessment Length: Approximately ½ to 1 day based on staff needs Contact: Katie.Johnson@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand the purpose of the district assessment tool. • Create a plan for administering the district assessment in a systematic way that gathers meaningful and timely data.
<p>Compassionate Schools: The Heart of Learning and Teaching: Compassion, Resilience, and Academic Success Audience: District/school leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on staff needs Contact: Ron.Hertel@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Gain information about the collective work of educators to support students whose learning is adversely affected by adverse childhood experiences, chronic stress and trauma. • Gain a working knowledge of current information about best practices to address the effects of trauma on learning. Information includes self-care for adults and children, classroom strategies, and how to build parent and community partnerships that work.
<p>McKinney –Vento: Audience: District McKinney Vento Liaisons Length: Approximately ½ to 1 day based on staff needs Contact: Melinda.Dyer@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand how to comply with the federal requirement for the State Education Agencies to provide training and technical assistance to Local Education Agencies regarding the identification and provision of service to homeless children and youth. • Gain information on up to date information and best practice strategies to assist with the job of homeless liaison. • Gain information on training and technical assistance regarding the provisions of the federal McKinney-Vento Act, to ensure that districts provide the required services for homeless children and youth, and recognize the rights of homeless children and youth enrolled in public schools.
<p>Counselor Summer Institute Audience: District and school leaders, school counselors Length: Approximately 1 hour to 1 day based on school needs</p>	<p>OSPI is sponsoring a Guidance and Counseling Summer Institute this June 26 & 27 at the Red Lion in Olympia. The two-day program will provide counselors with tools to become more effective in assisting students to graduate successfully. Specialist from OSPI will present essential information and updates on assessment, graduation requirements, dropout prevention & intervention, and more. Representatives from DSHS, Labor and Industries, Workforce Training and Washington Student Achievement Council will also provide relevant information for school counselors. Additional information and registration can be found at: http://www.k12.wa.us/SecondaryEducation/SummerInstitute.aspx</p>

Principle 6: Establish a Safe Learning Environment (Contact Greg Williamson: Greg.Williamson@k12.wa.us) (continued)

Student/School Success Support	Brief Description
<p><i>Kids At Hope:</i> <i>Module 1 Introductory Empowerment Training:</i> Audience: District and school leaders, all classroom teachers, support staff, and school partners</p> <p>Length: 4 hours Contact: Wally Endicott</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Be able to relate various educational and youth development theories to their day to day interactions with children creating more positive relationships. • Take advantage of a wide range of research and provide positive strength based feedback to students. • Understand the science and practice of HOPE and be able to apply it every day to all students. • Understand the difference between a cultural strategy and a programmatic strategy. • Explore their conscious and unconscious attitudes about success and failure (Pygmalion effect, attribution theory). • An understanding of how you validate a child's potential, not just their behavior.
<p><i>Module I: Train the Trainers Certification Academy</i> Audience: District and/or school leadership teams</p> <p>Length: 2 Days Contact: Wally Endicott wally@kidsathope.org</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Be able to construct and lead a cultural strategy which supports the success for all children, without exception. • Be able to monitor, document and validate whether students are connecting in a meaningful and sustainable manner with adults. • Create an environment that supports the success of all children by helping them complete their <i>Passport to the Future</i> (a document which focuses on life's goals) within four destinations: Home & Family; Education & Career; Community & Service; and Hobbies & Recreation. • Gain a deeper understanding of the three universal findings (evidence based) contained in a wide range of research which documents the elements associated with success and failure. • Become part of a team of individuals that acquire the training techniques and technical assistance skills they will need to sustain the Kids at Hope initiative within their school/organizational culture.

Principle 7: Engage Families and Communities (Contact Greg Williamson: Greg.Williamson@k12.wa.us)

Student/School Success Support	Brief Description
<p>21st Century Community Learning Centers (Afterschool Programming): Youth Program Quality Initiative (YPQI)</p> <p>Audience: District/school leadership teams and additional teacher leaders</p> <p>Length: Approximately ½ to 1 day based on school needs</p> <p>Contact: Rudi.Bertschi@k12.wa.us</p>	<p>For 21st Century grantees: As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Identify components of a successful afterschool program that supports both the children and adults in the community. • Use assessment tools to measure current the success of the program. • Develop a plan for implementing program improvements. <p>For non-grantees:</p> <ul style="list-style-type: none"> • A participant will learn about the benefits of applying for the 21st Century program and learn about the RFP calendar and get familiar with essential elements for a successful grant application. • Participants will learn successful parent and community engagement strategies from a program with many years of success serving these audiences.
<p>Graduation: A Team Effort (GATE)</p> <p>Audience: School administrators, school counselors, student support staff, community partners.</p> <p>Length: Approximately ½ to 1 day based on school needs</p> <p>Contact: Dixie.Grunenfelder@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Gain an overview of dropout statistics, legislative foundations, the OSPI GATE Initiative, and dropout prevention, intervention and reengagement related frameworks and activities.
<p>Dropout Early Warning and Intervention Systems:</p> <p>Audience: School administrators, school counselors, student support staff, community partners.</p> <p>Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand the current dropout prevention, intervention and reengagement research. • Gain a working knowledge of the national dropout prevention center framework, early warning indicators, intervention tracking, and evaluation processes as outlined thru the DEWIS work.
<p>Healthy Youth Survey:</p> <p>Audience: School administrators, school counselors, student support staff, community partners</p> <p>Length: Approximately ½ to 1 day based on school needs</p> <p>Contact: Dixie.Grunenfelder@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Gain a working knowledge of the survey administration, current data and the use of the AskHYS.net website to access data.

Principle 7: Engage Families and Communities (Contact Greg Williamson: Greg.Williamson@k12.wa.us) (continued)

Student/School Success Support	Brief Description
<p>Alcohol, Tobacco and Other Drugs Audience: School administrators, school counselors, student support staff, community partners. Length: Approximately ½ to 1 day based on school needs Contact: Dixie.Grunenfelder@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p>
<p>Military Kids Audience: School administrators, school counselors, student support staff, community partners. Length: Approximately ½ to 1 day based on school needs Contact: Dixie.Grunenfelder@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Become familiar with elements of the Interstate Compact for Military Children. • Become familiar with Operation Military Kids and the resources and services available to children from families experiencing military deployment.
<p>Foster Care Liaison: Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs Contact: Ken.Emmil@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Learn about current efforts to share foster care status of individual children with school district staff as appropriate and will receive technical assistance about how to design supportive services to improve educational outcomes for children in foster care (including improving communication systems between schools, Children’s Administration and the courts).
<p>Children of Incarcerated Parents Support Program: Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs Contact: Kathleen.Sande@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Become familiar with the department of corrections and DSHS services to help incarcerated parents (when appropriate) to stay connected with their child’s educational progress.
<p>Navigation 101 Audience: District and school leaders, school counselors Length: Approx. 1 hour to 1 day based on school needs Contact: Tim.Stensager@k12.wa.us</p>	<p>Navigation 101 is a part of a comprehensive school guidance and counseling program that helps students make clear, careful choices for school success and their future. Within advisory the guidance curriculum provides students with resources and tools to complete their High School & Beyond Plan in their culminating portfolio. http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx</p>
<p>Title I Family Engagement: Contact: Penelope.Mena@k12.wa.us</p>	<p>For Title I Eligible Schools: Many family engagement strategies can be used for parents to help their children become more successful academically.</p>

Principle 7: Engage Families and Communities (Contact Greg Williamson: Greg.Williamson@k12.wa.us) (continued)

Student/School Success Support	Brief Description
<p><i>Kids At Hope</i> <i>Successful Parenting - Successful Children</i> Audience: Parents and primary caretakers of students. Parents and primary caretakers that are: district and school leaders, classroom teachers, support staff, and school partners Length: 2.5 hours Contact: Wally Endicott wally@kidsathope.org</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Learn what it means to believe in their children and how to express that belief in loving terms on a daily basis. • Be able to surround their children with caring adults at home and in the surrounding community on a daily basis. • Identify, teach, and model the skills, talents, intelligence and traits that will support their child’s success in the future at all destinations in life (Home & Family; Career & Education; Hobbies & Recreation; Community Service). • Understand and equip themselves with an asset based reference language to use in order to validate their child's potential, not just their behavior.
<p><i>Hope Square Community Empowerment</i> Audience: ALL caring adults in any community Length: 2.5 Hours Contact: Wally Endicott wally@kidsathope.org</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Explore a cultural strategic framework to understand how an entire community can connect the services and experiences that support a child’s development with a set of shared evidence-based principles and practices in order to increase the expectation and result that all children will succeed, without exception. • Be able to ensure that children receive the elements of success that have been scientifically proven to improve a child’s sense of self, resiliency and personal empowerment. • Grasp the answer to the simple question: “Why do some children fail and some succeed.” • Understand the science and practice of HOPE and be able to apply it every day to all children. • Learn the difference between self-efficacy and collective-efficacy and how to create an evidence-based culture within their community that values rather than devalues its youth.

Appendix C

RESOURCES ASSOCIATED WITH EACH LEVEL OF ACCOUNTABILITY

	Challenged School in Need of Improvement	Required Action District-Level I (RAD I)	Required Action District-Level II (RAD II)
TIERED RESOURCES, PROVIDED BY THE OFFICE OF STUDENT AND SCHOOL SUCCESS, OSPI	<ul style="list-style-type: none"> • \$20,000-\$30,000 grant range • 20-40 coaching days • \$500-Data Packages accompanied with training • Access to up to 20% Title I set-aside funds (Title I schools only) 	<ul style="list-style-type: none"> • \$50,000-\$250,000 grant range • 40-90 coaching days • \$3,000-\$5,000 Academic Performance Audit 	<ul style="list-style-type: none"> • \$100,000-\$500,000 grant range • 50-180 coaching days • \$3,000-\$5,000 <i>Enhanced</i> Academic Performance Audit
INTERVENTIONS & SERVICES PROVIDED BY THE OFFICE OF STUDENT AND SCHOOL SUCCESS, OSPI	<ul style="list-style-type: none"> • <i>Action-Planning Handbook</i> • Online Action-Planning training (Indistar[®]) • System Review (of district policies and procedures) • Instructional Program Review • Review of Student and School Success Action Plan 	<ul style="list-style-type: none"> • <i>RAD I Guidance Handbook</i> • Online Action Planning Training (Indistar[®]) w/ <i>Enhanced</i> Turnaround Principles • <i>Enhanced</i> Evaluation of Student and School Action Plan (Pathways to District Improvement) • Synergy Team Assessment • Comprehensive data review • Classroom walkthroughs aligned with action plan 	<ul style="list-style-type: none"> • <i>RAD II Guidance Handbook</i> • <i>Further Enhanced</i> Turnaround Principles • Administrator visit (2x per week) • Instructional coach visit (1x per week) • <i>Enhanced</i> Evaluation of RAD I plan (Pathways to District Improvement) • System Gap Analysis in Reading and Mathematics • <i>Ability to withhold funds if binding conditions are unmet</i>

Note. Schools will continue to receive the Interventions & Services in the left column as they move to RAD I or RAD II.