

THE ELEMENTARY AND SECONDARY EDUCATION ACT AS REAUTHORIZED

SY 2014-2015
Idaho Improvement Planning & Implementation
Workbook

Continuous Improvement, Rapid Improvement and School Turnaround Plans

Instructions for Idaho's Local Education Agencies



Idaho State Department of Education

FALL 2014

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Improvement Planning Overview

2014-2015 Improvement Planning Deadlines

District Improvement Plan

(Requirement for all districts with schools in improvement – Continuous, Rapid and Turnaround)

First Submission

November 1, 2014

- SMART Goals (submit via WISE Tool dashboard)
- WISE Tool District Indicators (submit via WISE Tool dashboard)
- District Improvement Plan Compliance Checklist (submit via WISE Tool dashboard)
- Assurances (submit via email or fax)

Second Submission

February 1, 2015

- SMART Goals (submit via WISE Tool dashboard)
- WISE Tool District Indicators (submit via WISE Tool dashboard)

District Turnaround Support Plan

(Required for Districts with Schools in Turnaround Planning)

First Submission

November 1, 2014

- District Support Plan of Turnaround Schools Indicators (submit via WISE Tool dashboard)
- District Support of Turnaround Schools Supplemental Plan (submit via WISE Tool dashboard)

Second Submission

February 1, 2015

- District Support Plan of Turnaround Schools Indicators (submit via WISE Tool dashboard)

Continuous Improvement Plan

First Submission

November 1, 2014

- SMART Goals (submit via WISE Tool dashboard)
- WISE Tool School Indicators (submit via WISE Tool dashboard)
- Continuous Improvement Plan Compliance Checklist (submit via WISE Tool dashboard)
- District Approved Continuous Improvement Plan Feedback Form (submit via email or fax)
- Assurances (District submit via email or fax)

Second Submission

February 1, 2015

- SMART Goals (submit via WISE Tool dashboard)
- WISE Tool School Indicators (submit via WISE Tool dashboard)

Rapid Improvement Plan

First Submission

November 1, 2014

- SMART Goals (submit via WISE Tool dashboard)
- WISE Tool School Indicators (submit via WISE Tool dashboard)
- Rapid Improvement Plan Compliance Checklist (submit via WISE Tool dashboard)
- District Approved Improvement Plan Feedback Form (submit via email or fax)
- Assurances (District submit via email or fax)

Second Submission

February 1, 2015

- SMART Goals (submit via WISE Tool dashboard)
- WISE Tool School Indicators (submit via WISE Tool dashboard)

School Turnaround Plan

First Submission

November 1, 2014

- SMART Goals (submit via WISE Tool dashboard)
- WISE Tool School Indicators (submit via WISE Tool dashboard)
- School Turnaround Indicators (submit via WISE Tool dashboard)
- School Turnaround Plan Compliance Checklist (submit via WISE Tool dashboard)
- District Approved Improvement Plan Feedback Form (submit via email or fax)
- Assurances (District submit via email or fax)

Second Submission

February 1, 2015

- SMART Goals (submit via WISE Tool dashboard)
- WISE Tool School Indicators (submit via WISE Tool dashboard)

2014-2015 Improvement Planning Overview

The purpose of an improvement plan is to improve the quality of teaching and learning in districts, schools, and classrooms. Improvement plans provide the framework for analyzing problems, identifying underlying causes, and addressing instructional issues in a school or district that has not made sufficient progress in student achievement and other student outcomes, such as advanced opportunities, graduation rates, and adequate growth over time. An improvement plan should embody a comprehensive, highly structured specific and focused set of actions that primarily address the instructional core. The plan should incorporate strategies that are well grounded in applicable research and which are most likely to build the characteristics of effective schools. Improvement plans need to address the entire system but also resolve areas of concern identified in specific academic areas of performance that are weak.

This workbook outlines multiple types of plans at the school and district levels. The ISDE is emphasizing differentiated improvement planning requirements in order to match the performance needs at each level. The official lists of districts and schools required to submit improvement plans in the 2013-2014 cycle can be found on the ISDE School Improvement website at:

<http://www.sde.idaho.gov/site/schoolImprovement/>.

2014 - 2015 Improvement Plan Review Cycle

School Improvement Plans MUST be reviewed by the District prior to submission to the state.

A sampling of the 2014-2015 District Improvement Plans will be reviewed by the State following the November 1, 2014 and February 1, 2015 submission. Rubric feedback will be provided to Districts following the review.

Districts are responsible for the quality of School Improvement Plans submitted to the State. **Districts MUST have a documented, meaningful and thorough process for reviewing and providing feedback on School Improvement Plans prior to submission to the ISDE.** Once the School Improvement Plan has been reviewed and approved by the district, the district must submit Assurances Pages to the ISDE by the November 1,

2014 deadline. These Assurances verify that the district has reviewed, provided feedback, and approved School Improvement Plans. Following district approval, schools will submit Improvement Plans on November 1, 2014 and February 1, 2015. The ISDE will review each Rapid Improvement and Turnaround Plan as well as a sampling of Continuous Improvement Plans selected for a verification review. Rubric feedback will be provided to the district for each school plan reviewed.

All School Improvement Plans will be submitted in the WISE. The WISE Tool can be accessed on the Indistar website, or through the following link: <http://www.centerii.org/SchoolRestructuring/login.aspx>. If you would like to have an account set up in the WISE Tool or training/assistance in using the tool, please contact Shasta Oswald by email at soswald@sde.idaho.gov or by phone at (208) 426-2154.

Note: Districts will utilize the Consolidated Federal and State Grant Application Tool (CFSGA) for the Title I Consolidated Plan, but must submit their District Improvement Plan in the WISE Tool if applicable.

Improvement Plan Submission

Improvement Plans are due on November 1, 2014 and February 1, 2015. Note Assurance Pages, and all required documents must be received by the deadline. Early plans are gladly accepted! You may **email or fax** (no snail mail please) your signed Assurance Pages and documents to:

Shasta Oswald
School Improvement Coordinator
Idaho State Department of Education
soswald@sde.idaho.gov
208-426-4802

**Improvement Plans are
due on November 1, 2014
and February 1, 2015**

The DISTRICT is required to submit ONE set of Assurance Pages for all district and school level plans, rather than each school submitting a separate set of assurances. The Assurance pages can be found in this workbook, on the dashboard of the WISE Tool, or on the School Improvement website at <http://www.sde.idaho.gov/site/schoolImprovement/>. Once the submit buttons have been clicked in the WISE Tool, and the Assurance Pages along with all required documents have been received, Improvement Plans are considered ready for the 2014-2015 review.

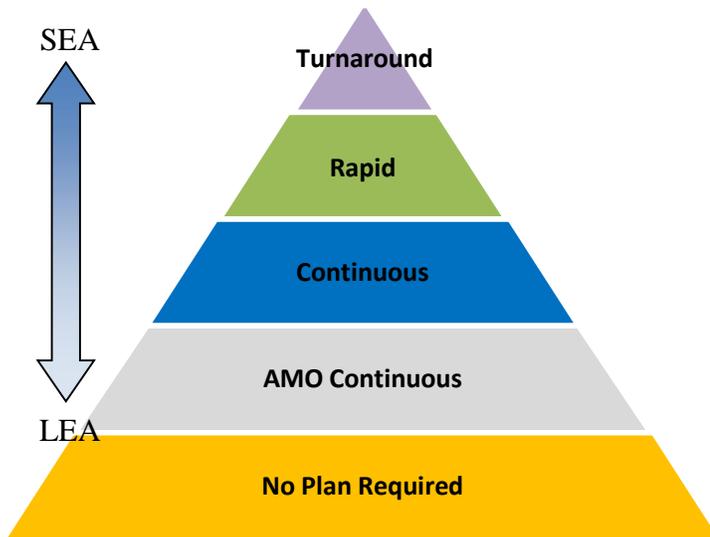
Specific submission requirements for each planning level (both in the WISE tool and additional documentation) can be found on the appropriate Compliance Checklists located in this workbook.

How Do Star Ratings Effect Improvement Planning?

Schools will always look at two things: the most recent star rating and previous improvement planning requirements. This is similar to how school improvement worked in the past. For example, under the previous NCLB requirements schools and districts would be identified for improvement based on AYP ratings that changed from year to year. Specifically it took two years of missing AYP to be identified for improvement status. Similarly, it took two years of making AYP to be removed from the improvement status timeline. Hence, AYP was a yearly determination but improvement status was based on AYP plus progress over time.

It is important to note that annual star ratings are the foundation of but are not equal to the improvement planning categories. A common misunderstanding that people have expressed has been that improvement planning categories and stars are the same thing. **The star rating is a yearly determination but the improvement planning category will be based on the star rating plus progress over time**

2014-2015 School Level Improvement Plans



School level plans are based on a continuum of performance over time with varying levels of LEA and SEA intervention and support structures. Schools with four and five star ratings are not required to submit School Improvement Plans (with the exception of those identified as AMO Continuous) so all the direction is at the school and LEA level. Moving along the continuum, the requirements for schools in Continuous Improvement will be less directed by the SEA than those in Rapid Improvement; however, the furthest end of the spectrum is Turnaround Planning at which point the State Department of Education will be highly involved in the planning process.

AMO Continuous Improvement

Each identified 4 or 5 Star school missing Annual Measurable Objectives (AMO) targets for two consecutive years will be considered to be in “AMO Continuous Improvement”. Schools in this planning type will be required to write SMART Goals addressing the deficiency in their AMOs, and submit them to the district for approval. The district’s responsibility will be to provide technical assistance, approve each goal, and submit the Assurance pages found in this workbook stating all requirements have been met. Each school will have access to the WISE tool and may use the tool to submit their SMART goal(s) to their district. The SDE will not be approving the SMART Goal(s) but may request districts to provide copies of SMART Goals for schools in “AMO Continuous Improvement”.

Continuous Improvement Plan

The majority of schools in improvement planning fall into this Continuous Improvement Planning Category. Schools that fall into the requirements of Continuous Improvement are required to continuously assess, plan, and monitor a minimum of 5 indicators in the WISE Tool.

First submission: The school will select five indicators and create a plan for the current school year based on the specific needs of the building. Each indicator must have a minimum of two tasks outlining the steps being taken towards improvement. Proof of previous year’s plan being implemented (monitoring) needs to be evident upon submission.

Second submission: The school will include early implementation of the plan. Any/all required revisions from previous review need to be addressed at this time. Adjustments and progress towards completing goals, objectives, and tasks will be included through the monitoring section of the WISE Tool and the SMART Goals form.

Rapid Improvement Plan

Since initial identification for the Rapid Improvement Plan category is the result of lower performance and a lack of progress over two years, the Rapid Improvement Plan requires planning and implementation of certain principles over the course of the following three years, regardless of subsequent annual Star Rating changes¹. These principles build on each other sequentially. Over the course of three years, the school must continuously plan for 10 indicators each year that meet the following criteria:

- A. Provide strong leadership and decision making procedures by (1) establishing a team structure with specific duties and time for instructional planning; (2) focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction; and (3) aligning classroom observations with evaluation criteria and professional development.
- B. Strengthen collaborative, data-driven decision making surrounding the instructional core by focusing on improved curriculum, assessment, and instructional planning in ways that (1) engage teachers in aligning instruction with standards and benchmarks; (2) engage teachers in assessing and monitoring student mastery; (3) engage teachers in differentiating and aligning learning activities; and (4) assess student learning frequently with standards-based assessments.
- C. Improve classroom instruction practices by expecting and monitoring sound instructional methods that are delivered in a variety of modes and sound classroom management.
- D. Cultivate higher levels of family and community engagement through effective, two-way communication between the school and home and the school and community that centers on shared responsibility for the education of all students.

First submission: The school will select ten indicators and create a plan for the current school year based on improvement year requirements and the specific needs of the building. Each indicator must have a minimum of two tasks outlining the steps being taken towards improvement. Proof of previous year's plan being implemented (monitoring) needs to be evident upon submission.

Second submission: The school will include early implementation of the plan. Any/all required revisions from previous review need to be addressed at this time. Adjustments and progress towards completing goals, objectives, and tasks will be included through the monitoring section of the WISE Tool and the SMART Goals form.

School Turnaround Plan

The School Turnaround Plan is a multi-level process that includes expectations for planning and implementation at both the district and school levels. The district must select a Turnaround Model regarding the school's governance design, complete WISE Tool planning indicators related to the turnaround process, and provide support with the implementation and monitoring of School Turnaround Plans. The options for LEA governed schools are the Transformation Model, Staffing Turnaround Model,

¹ A school may exit the requirements of the Rapid Improvement Plan category after two years if the school has attained a Three Star Rating or higher for each of those years consecutively.

Restart Model, School Closure, and the Governance Partnership Model². Further specifics regarding district requirements for school turnaround planning can be found in the District Support of Turnaround Schools section of this workbook.

Since initial identification for the Turnaround Plan category is the result of substantially low performance and a lack of progress over two years, the Turnaround Plan requires planning and implementation of turnaround principles in such schools over the course of the following three years, regardless of subsequent annual Star Rating changes³. Each of the three years has separate WISE Tool indicator requirements which are outlined in more detail in the School Turnaround Planning section of this workbook. Additionally, the turnaround principles which the district and school work on are designed to build on each other sequentially. Over the course of three years, the district and school must:

1. Provide strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget,
2. Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
3. Redesign the school day, week, or year to include additional time for student learning and teacher collaboration;
4. Strengthen the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;

Permissible Turnaround Models:	
Transformation Model	Addresses areas critical to transforming persistently low-achieving schools. These areas include: developing teacher and principal leader effectiveness (depending on the track record of the principal, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.
Turnaround Model	Includes, among other actions, replacing the principal and rehiring up to 50% of the school’s staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State’s academic standards.
Restart Model	The district converts the district public school to a charter school or closes and reopens it under the management of an education management organization (EMO) that has been selected through a rigorous review process. Such a school is still entirely accountable to the local school board for the results it produces.
School Closure	The district closes the school and enrolls the students who attended the school in other higher-achieving schools in the district.
Governance Partnership Model	The district partners with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include: (*)Agreeing to utilize services provided directly to the district by the state in lieu of a state takeover in which a diagnostic review is conducted and services are tailored specifically to the context of the school and district; (*)Purchasing the services of a lead turnaround partner that will utilize research-based strategies that have a proven record of success with similar schools, and which shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan.
Special Rule for District Charter Schools	For a district charter school, renegotiate and significantly restructure the school’s charter pending approval by the State Charter School Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.

² Special Rule for District Charter Schools: For a district charter school, renegotiate and significantly restructure the school's charter pending approval by the State Charter School Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.

³ A school may exit the requirements of the Turnaround Plan category after two years if the school has attained a Three Star Rating or higher for each of those years consecutively.

5. Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
7. Provide ongoing mechanisms for family and community engagement.

The coordination of the district and school level planning and implementation processes are the foundation for the significant changes in school governance that are necessary to improve student outcomes. It is the ISDE's top priority to support districts in their work turning around the performance of their school(s). Therefore, the coordination between school and district level planning and implementation will be a key component of the ISDE's monitoring and technical assistance processes.

First submission: The school will select ten WISE School Indicators and create a plan for the current school year based on improvement year requirements and the specific needs of the building. Each indicator must have a minimum of two tasks outlining the steps being taken towards improvement. Proof of previous year's plan being implemented (monitoring) needs to be evident upon submission. School Turnaround indicators addressing the seven turnaround principles as listed above will also be planned for in year 1 and monitored thereafter.

Second submission: The school will include early implementation of the plan. Any/all required revisions from previous review need to be addressed at this time. Adjustments and progress towards completing goals, objectives, and tasks will be included through the monitoring section of the WISE Tool and the SMART Goals form.

District Improvement Plan/District Support of Turnaround School Plan

Any district with a school in improvement (Continuous, Rapid or Turnaround) is required to submit a District Improvement Plan. Any district with a school identified for Turnaround Planning will have additional requirements outside of the basic district improvement plan, which is called the District Support of Turnaround Schools Plan.

First submission: The district will select five indicators and create a plan for the current school year based on the specific needs of the district. Any district with a Turnaround school will also will create plans for all nine District Preparation for Turnaround School Indicators which address the seven turnaround principles in year 1 and monitor thereafter. Each indicator must have a minimum of two tasks outlining the steps being taken towards improvement. Proof of previous year's plan being implemented (monitoring) needs to be evident upon submission.

Second submission: The district will include early/continued implementation of the District Improvement Plan as well as the District Support of Turnaround Schools Plan. Any/all required revisions from previous review need to be addressed at this time. Adjustments and progress towards completing objectives and tasks will be included through the monitoring section of the WISE Tool as well as the SMART Goals form.

District Planning Documents

District Improvement Plan Compliance Checklist

District Name: _____

Required for each District Improvement Plan:

Any district with a school in improvement (Continuous, Rapid or Turnaround) is required to submit a District Improvement Plan.

November 1, 2014 – First Submission: The district will select five indicators and create a plan for the current school year based on the specific needs of the system. Each indicator must have a minimum of two tasks outlining the steps being taken towards improvement. Proof of previous year’s plan being implemented (monitoring) needs to be evident upon submission. Districts with schools identified for Turnaround Planning must also create plans for all indicators in the “District Preparation of Turnaround Schools” category in year 1 and monitored thereafter.

February 1, 2015 – Second Submission: The district will include early implementation of the plan. Any/all required revisions from previous review need to be addressed at this time. Adjustments and progress towards completing goals, objectives, and tasks will be included through the monitoring section of the WISE Tool and the SMART Goals form.

A) SMART Goals

A minimum of 1 SMART Goal required – must be focused on student achievement.

B) A comprehensive needs assessment that is based on information about student achievement in relation to state content and achievement standards.

C) Plan for the following by indicator category.

Improving the School within the Framework of District Support

Assess all indicators in this category

IA01 _____	IA05 _____	IA09 _____	IA13 _____
IA02 _____	IA06 _____	IA10 _____	IA14 _____
IA03 _____	IA07 _____	IA11 _____	IA15 _____
IA04 _____	IA08 _____	IA12 _____	IA16 _____

Taking the Change Process into Account

Assess all indicators in this category

IB01 _____	IB07 _____	IB09 _____	IB12 _____
IB02 _____	IB08 _____	IB11 _____	

Clarifying District-School Expectations

- Assess all indicators in this category

_____ IC01	_____ IC04	_____ IC06	_____ IC08
_____ IC02	_____ IC05	_____ IC07	_____ IC09
_____ IC03			

District Preparation for Turnaround Schools (For districts with a school in Turnaround Planning only)

- Assess all indicators in this category
- Plan for all indicators in this category

_____ DTA 01	_____ DTA 03	_____ DTA 05	_____ DTA 07
_____ DTA 02	_____ DTA 04	_____ DTA 06	_____ DTA 08

D) Additional Requirements: (For districts with a school in Turnaround Planning only)

- A comprehensive data analysis for each school in Turnaround Planning identifying areas of strengths and concerns that are specific to what the school has been identified for. This will be an internal process that will be used to support and guide the Turnaround Planning process.
- Complete the “District Support of Turnaround Schools Supplemental Plan” (on WISE Tool Dashboard).
- Approve each School Turnaround Plan. Districts need to assure alignment to the District Support of School Turnaround Plans.

Submission Process

- Upon completion of the plan, click the following “submit” buttons on the WISE Tool Dashboard:
 - SMART Goals Form (November 1st and February 1st).
 - WISE District Indicators (November 1st and February 1st).
 - District Support of Turnaround Schools Supplemental Plan (November 1st only) (For districts with a school in Turnaround Planning only).
 - This District Improvement Plan Checklist (November 1st only).
- District must submit Assurance Pages (November 1st only).

WISE District Indicators

Improving The School Within The Framework Of District Support

IA01	The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them.
IA02	The district includes community organizations in district and school improvement planning and maintains regular communication with them.
IA03	The district includes parent organizations in district and school improvement planning and maintains regular communication with them.
IA04	The district provides incentives for staff who work effectively in hard-to-staff and restructured schools.
IA05	The district contracts with external service providers for key services in restructured schools.
IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.
IA07	The district sets district, school, and student subgroup achievement targets.
IA08	The school board and superintendent present a unified vision for school improvement.
IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes.
IA10	The district regularly reallocates resources to support school, staff, and instructional improvement.
IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.
IA12	The district intervenes early when a school is not making adequate progress.
IA13	The district works with the school to provide early and intensive intervention for students not making progress.
IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.
IA15	The district utilizes a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.
IA16	The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives.

Taking The Change Process Into Account

IB01	The district operates with district-level and school-level improvement teams.
IB02	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests.
IB07	The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models.
IB08	The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved.
IB09	The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school.
IB11	The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement.
IB12	The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement.

Clarifying District-School Expectations

IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board.
IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress.
IC03	District and school decision makers meet at least twice a month to discuss the school's progress.
IC04	District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding.
IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.
IC06	The district provides the technology, training, and support to facilitate the school's data management needs.

Clarifying District-School Expectations Continued...

IC07	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs.
IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers.
IC09	The student report card shows the student's progress in meeting learning standards.

District Preparation for Turnaround Schools

DTA01	For each school in the turnaround plan category, the district ensures that the chosen Turnaround Model option (e.g., transformation model, Restart, etc.) reflects the particular strengths and weaknesses of the school.
Turnaround Principle #1 – Provide strong leadership	
DTA02	The LEA examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas (e.g., scheduling, staff, curriculum, and budget).
DTA03	The LEA reviews the capacity of principals in schools required to implement turnaround plans and determines whether an existing principal has the necessary competencies to lead the turnaround effort (e.g., based on his/her track record or leadership capacity) or whether the principal needs to be replaced with a stronger, more effective leader.
DTA04	The LEA ensures that a school leadership team made up of the principal and diverse staff representatives is in place and meets regularly to make decisions of substance in schools required to implement turnaround plans.
Turnaround Principle #2 – Ensure teachers are effective and able to improve instruction	
DTA05	For schools required to implement turnaround plans, the LEA aligns professional development with identified needs as based upon staff evaluation results, student performance, and other pertinent sources of data.
DTA06	The LEA reviews the quality of all staff members in schools required to implement turnaround plans and retains only those who have the ability to support the turnaround plan.
DTA07	The LEA has policies and practices in place that prevent ineffective teachers from transferring to schools that are required to implement turnaround plans.
Turnaround Principle #3 – Redesign the school day, week, year	
DTA08	The LEA allocates resources (e.g., financial and human capital) to support extended learning time in schools required to submit turnaround plans.

District Support of Turnaround Schools Supplemental Plan

The following questions are from the District Support of Turnaround Schools Supplemental Plan. This plan is a requirement for Districts with Schools in Turnaround Planning and is located on the WISE Tool dashboard listed under forms to complete. For each school identified for Turnaround Planning, the district must complete the following information in the WISE Tool.

1. Enter School Name:
2. Turnaround Model Information
 - a. Turnaround Model Selected

<input type="checkbox"/> Turnaround Model	<input type="checkbox"/> Governance Partnership Model
<input type="checkbox"/> Restart Model	<input type="checkbox"/> Special Rule for District Charter Schools
<input type="checkbox"/> School Closure	
 - b. What is the rationale for the option selected for this school?

District Improvement Plan – 1st Submission – Feedback Form

District: _____
Reviewer: _____

As a result of the review,
overall the District Improvement Plan:
 Approved Needs Revision

The State Department of Education will review the Improvement Plan for Districts and provide a narrative response that includes positives, areas of growth, and question(s), as well as rubric summary of the planning components. State review teams will use the following to guide them in the review process: (Answers to the following questions must be present in the plan if applicable.) **Due November 1, 2014:**

Reflective questions regarding previous year’s plan:

- Did previous year’s spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the district implemented that has demonstrated growth?
- What has the district accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the district communicated data & outcome results with the school board?

Guiding questions for current year planning:

- Do the SMART Goals meet all “S.M.A.R.T” components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **five** active WISE district Indicators with a minimum two tasks?
- Are the eight indicators addressing the Turnaround Principles included in the plan? (For districts with Turnaround school(s) only.)
- Is the District Support of Turnaround Schools Supplemental Plan completed? (For districts with Turnaround school(s) only.)
- Is there evidence that the team has implemented the plan from previous year?
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the district?

District Plan Narrative Feedback:

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

District Improvement Plan – 1st Submission – Feedback Form

District Plan Scoring Rubric Summary:

- Minimum of 1 SMART Goal focusing on student achievement has been completed: Yes No
- All indicators have been assessed: Yes No
- 5 indicators have been planned for: Yes No
- All District Preparation for Turnaround Schools indicators have been planned for (For districts with Turnaround school(s) only.): Yes No
- The District Support of Turnaround Schools Supplemental Plan has been sufficiently completed for each identified Turnaround School (For districts with Turnaround school(s) only.): Yes No

Exceptional	Acceptable	Needs Revision
Clear evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

Improving the School within the Framework of District Support (Indicators: IA01-IA16)			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Taking the Change Process into Account (Indicators: IB01-IB12)			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Clarifying District-School Expectations (Indicators: IC01-0109)			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
District Preparation for Turnaround Schools (Indicators DTA01-DTA08)			
<i>Year 1</i> , all indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Year 1</i> , all indicators have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Year 2</i> , all indicators show progress toward completion: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Year 3</i> , all indicators show progress toward completion: <input type="checkbox"/> Yes <input type="checkbox"/> No			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable

District Improvement Plan – 2nd Submission – Feedback Form

District: _____
Reviewer: _____

As a result of the review,
overall the District Improvement Plan:
 Approved Needs Revision

The State Department of Education will review the **early implementation** of the Improvement Plan for Districts and provide a narrative response that includes positives, areas of growth, and question(s), as well as a rubric summary of the planning components. State review teams will use the following to guide them in the review process: **(Answers to the following questions must be present in the plan if applicable.) Due February 1, 2015:**

District Improvement Plan Early Implementation Feedback Form:

- Have any of the goals been met? Is there clear evidence documented?
- Has progress been made on indicators/objectives? Stayed the same? Decreased? Are there connections between the improvement plan and progress made? Evidence of monitoring if applicable.
- What insights or strategies have the school provided that has demonstrated growth?
- Have adjustments to the plan been made since previous submission if necessary? Have adjustments been made after an Instructional Core Focus Visit? (For districts with Turnaround school(s) only.)

District Improvement Plan Early Implementation Feedback Narrative Feedback:

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

School Planning Documents

All School Level Plans

SMART Goals

S: Specific
M: Measurable
A: Attainable
R: Result Based
T: Time-bound

SMART Goals are a requirement for all levels of improvement planning for districts and schools, and are located on the WISE Tool dashboard under “Forms to Complete”. The SDE requires a minimum of one goal to be developed for yearly improvement planning, but three to five are recommended. **There are two deadlines for SMART Goals:**

- 1) **November 1, 2014**
- 2) **February 1, 2015.**

For the purposes of improvement planning, these over-arching goals are connected directly to any area of concern in order to ensure students are on track to meet college and career readiness standards (e.g., Reading, Math, Language AMO’s, Subgroup Populations, Graduation Rate, etc.). As you plan in the WISE Tool, selected indicators and tasks will support the accomplishment of these SMART Goals. Please see the provided SMART Goals Graphic Organizer (in the resource section) to assist in the alignment of your SMART Goals with your improvement plan.

Specific Goals: Include specific action words that clearly define the expected outcome. Words such as *increase, develop, design, provide, and improve* are useful in developing a SMART goal. Avoid setting goals that are too general or vague. A specific goal will usually answer the questions: *who, what, when, and where?* They also keep the rationale, or *why*, in mind.

Measurable Goals: A measurable goal has concrete criteria for measuring progress toward the attainment of the goal. If a goal is not measurable, it is not possible to know whether a team is making progress toward successful completion. A measurable goal will usually answer questions such as: *How much? How many? How will we know when it is accomplished?* **Goals must include baseline data if applicable.**

Attainable Goals: While challenging students/staff to be their best, the goals set must be within their reach. Consider if students will realistically be able to meet the goal within the time frame set.

Result Based Goals: Result-based/relevant goals are based on student achievement data and are aligned between school and district. Data in the goal compares the current level of performance with the expected level of performance. Consider the questions: *Where are we now? Where do we need to be?*

Time-Bound: SMART goals must include a time frame or a deadline by which the district/school will reach the intended objective. Without a completion date the goal lacks the urgency that leads to action.

Examples of SMART Goals:

- The number of second graders scoring in the proficient range on the Spring IRI will increase by 10% from 75% (Spring 2014) to 85% (Spring 2015).
- The graduation rate for economically disadvantaged students will increase by 5% from 75% (2013-14 SY) to 80% (2014-15 SY).
- 80% of 10th grade English students will pass (C or better) an end of course assessment that is aligned to Idaho Core Standards in the spring of 2015, increasing from last year’s 65%.
- 75% of 11th and 12th grade students will enroll in advanced coursework (e.g., IB, AP, Professional Technical), and 90% of enrolled students will complete with a C or better by the end of School Year 2014-2015. Spring 2015 data will be used as baseline for the next school year.

NOTE: The Statewide System of Support team recognizes baseline data for the Smarter Balanced Assessment is not available to assist in determining growth for the 2014-2015 school year, which will impact the development of your SMART Goals. The school or district should include at least one goal using a local measure in place of ISAT/Smarter Balanced. The review team is looking for goals that are academically driven, but the criteria allows for various data sources.

SMART Goals Form

The following chart is from the SMART Goals form found in the WISE Tool. Each school identified for improvement planning is required to complete and submit via the WISE Tool dashboard. **This section should be completed prior to developing the overall plan for improvement.**

Reflection on Previous Year’s SMART Goal(s):

Prior to setting new goals an analysis of your previous achievement would benefit the team by recognizing and reflecting on last year’s goals. Were your goals from the 2013-2014 School year met? Provide evidence and data below to support the results of the SMART Goals. Please note: This is non-evaluative and for the team’s reflection only to assist with future planning.

Current Year’s SMART Goal(s):

Prior to writing SMART Goals, please complete the following under SMART goals in the WISE Tool by checking all that apply in regards to which of the Idaho’s Accountability Measures were **not met** by your school:

Measure	Standard		
	Language	Math	Reading
AMO Targets			
All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black/African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian or Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaskan Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic or Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian/Other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economically Disadvantaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growth to Achievement – All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growth to Achievement – At Risk Subgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Post Secondary and Career Readiness			
Graduation Rate	<input type="checkbox"/>		
Advanced Opportunities	<input type="checkbox"/>		
College Entrance/Placement	<input type="checkbox"/>		
Participation			
Participation Rate	<input type="checkbox"/>		

WISE School Indicators

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

- ID01 A team structure is officially incorporated into the school improvement plan and school governance policy.
- ID02 All teams have written statements of purpose and by-laws for their operation.
- ID03 All teams operate with work plans for the year and specific work products to produce.
- ID04 All teams prepare agendas for their meetings.
- ID05 All teams maintain official minutes of their meetings.
- ID06 The principal maintains a file of the agendas, work products, and minutes of all teams.
- ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).
- ID08 The Leadership Team serves as a conduit of communication to the faculty and staff.
- ID09 The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.
- ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
- ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
- ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

- IE01 The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.
- IE02 The principal develops the leadership capacity of others in the school.
- IE05 The principal participates actively with the school's teams.
- IE06 The principal keeps a focus on instructional improvement and student learning outcomes.
- IE07 The principal monitors curriculum and classroom instruction regularly.
- IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
- IE09 The principal challenges, supports and monitors the correction of unsound teaching practices.
- IE10 The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
- IE12 The principal personally engages parents and the community in the improvement process.
- IE13 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

- IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
- IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.
- IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
- IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
- IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
- IF06 Teachers are required to make individual professional development plans based on classroom observations.
- IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching.
- IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
- IF10 The principal plans opportunities for teachers to share their strengths with other teachers.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

- IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- IIA02 Units of instruction include standards-based objectives and criteria for mastery.
- IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

- IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
- IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
- IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team.
- IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
- IIB05 Teachers re-teach based on post-test results.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

- IIC01 Units of instruction include specific learning activities aligned to objectives.
- IIC03 Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers.

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards based assessments

- IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
- IID03 Teachers receive timely reports of results from standardized and objectives-based tests.
- IID04 The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.
- IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
- IID07 The Leadership Team monitors school-level student learning data.
- IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
- IID09 Instructional Teams use student learning data to plan instruction.
- IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
- 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 early mastery of objectives).
- IID12 The school maintains an official document that clearly defines the curriculum and instruction for each level of prevention and support in core content areas and social behavior.
- IID13 All teachers are guided by an evidence-based core curriculum.
- IID14 The Leadership Team ensures that there is a multi-level system of prevention and support for core content areas.
- IID15 The school leadership team evaluates the school schedule yearly and redesigns the schedule to include time for extended learning opportunities for students.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes - Preparation

- IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
- IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction.
- IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives.
- IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
- IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes
Teacher-Directed Whole Class or Small Group Instruction – Introduction

- III A08 All teachers review the previous lesson.
- III A09 All teachers clearly state the lesson's topic, theme, and objectives.
- III A10 All teachers stimulate interest in the topics.
- III A11 All teachers use modeling, demonstration, and graphics.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes
Teacher-Directed Whole Class or Small Group Instruction – Presentation

- III A13 All teachers explain directly and thoroughly.
- III A14 All teachers maintain eye contact.
- III A15 All teachers speak with expression and use a variety of vocal tones.
- III A16 All teachers use prompting/cueing.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes
Teacher-Directed Whole Class or Small Group Instruction - Summary & Confirmation of Learning

- III A17 All teachers re-teach when necessary.
- III A18 All teachers review with drilling/class recitation.
- III A19 All teachers review with questioning.
- III A20 All teachers summarize key concepts.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes
Teacher-Student Interaction

- III A21 All teachers re-teach following questioning.
- III A22 All teachers use open-ended questioning and encourage elaboration.
- III A24 All teachers encourage peer interaction.
- III A25 All teachers encourage students to paraphrase, summarize, and relate.
- III A26 All teachers encourage students to check their own comprehension.
- III A27 All teachers verbally praise students.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes
Student-Directed Small-Group & Independent Work

- III A28 All teachers travel to all areas in which students are working.
- III A29 All teachers meet with students to facilitate mastery of objectives.
- III A31 All teachers interact instructionally with students (explaining, checking, giving feedback).
- III A32 All teachers interact managerially with students (reinforcing rules, procedures).
- III A33 All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes
Computer-Based Instruction

- III A35 Students are engaged and on task.
- III A40 All teachers assess student mastery in ways other than those provided by the computer program.

Classroom Instruction

Expecting and monitoring sound homework practices and communication with parents

- IIIB01 All teachers maintain a file of communication with parents.
- IIIB02 All teachers regularly assign homework (4 or more days a week).
- IIIB03 All teachers check, mark, and return homework.
- IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives.

Classroom Instruction

Expecting and monitoring sound classroom management

- IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
- IIIC04 Students raise hands or otherwise signal before speaking.
- IIIC05 All teachers use a variety of instructional modes.
- IIIC06 All teachers maintain well-organized student learning materials in the classroom.
- IIIC08 All teachers display classroom rules and procedures in the classroom.
- IIIC09 All teachers correct students who do not follow classroom rules and procedures.
- IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them.
- IIIC12 All teachers engage all students (e.g., encourage silent students to participate).

School Community

Education

- IVC01 Professional development programs for teachers include assistance in working effectively with parents.
- IVC02 The school provides parents with practical guidance to maintain regular and supportive verbal interactions with their children.
- IVD07 All-school events include parent-child interactive activities.

School Community

Connection

- IVD08 Office and support staff are trained to make the school a "welcoming place" for parents.
- IVE06 Parents are given opportunities at parent-teacher conference to discuss both their children's progress in school and their children's home-based study and reading habits.

School Community

Communication

- IVD01 The school's Compact is annually distributed to teachers, school personnel, parents, and students.
- IVD02 The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.
- IG01 Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.
- IG02 Parent policies, activities, and programs cultivate the "curriculum of the home."

Secondary School Indicators

Team Structure

- VA01 The Leadership Team regularly examines individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school.
- VA02 The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.
- VA03 The leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.

Secondary School Indicators
Principal's Role

VA04 The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.

Secondary School Indicators
Opportunity to Learn-Content Mastery

- VA05 The school confirms that a student has mastered prerequisite content knowledge before allowing the student to take higher-level courses.
- VA06 All students demonstrating prerequisite content mastery are given access to higher-level courses.
- VA07 The curriculum and schedule provide pathways for all students to acquire missing content knowledge.
- VA08 The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.
- VA09 The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation.
- VA10 The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.

Secondary School Indicators
Opportunity to Learn-Post Secondary School Options

- VA11 Guidance counselors provide all students with feedback and reports on their assessment results (academic, aptitude, interest) to facilitate student-driven decisions about their own work and college and career goals.
- VA12 The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.
- VA13 The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.
- VA14 The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, college visits, advising).
- VA15 All teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.
- VA16 The school routinely provides all students with information and experience in a variety of career pathways.
- VA17 The school provides all students with access to relevant data to make decisions about their course of study as they progress toward their college and career goals.
- VA18 The school provides all students with information, guidance, and support to secure financial assistance and scholarships for college or other post-secondary education.

Secondary School Indicators
Opportunity to Learn-Extended Learning Opportunities

- VA19 The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships).
- VA20 The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).
- VA21 The school provides all students with formal supports and a network of contacts with school personnel, community members, and workplace personnel to ensure the social capital necessary to make informed life decisions.

Secondary School Indicators
Opportunity to Learn-Extended Learning Opportunities

- VA22 The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies).
- VA23 The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs).
- VA24 The school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.

Continuous Improvement Plan

Continuous Improvement Plan Compliance Checklist

District Name: _____

School Name: _____

Required for each Continuous Improvement Plan:

Continuously assess, plan, and monitor a minimum of 5 indicators in the WISE Tool.

November 1, 2014 - First Submission: The school will select five indicators and create a plan for the current school year based on the specific needs of the building. Each indicator must have a minimum of two tasks outlining the steps being taken towards improvement. Proof of previous year’s plan being implemented (monitoring) needs to be evident upon submission.

February 1, 2015 - Second Submission: The school will include early implementation of the plan. Any/all required revisions from previous review need to be addressed at this time. Adjustments and progress towards completing goals, objectives, and tasks will be included through the monitoring section of the WISE Tool and the SMART Goals form.

A) SMART Goals:

A minimum of 1 SMART Goal required – must be focused on student achievement.

B) Plan for a minimum of 5 indicators from any category.

Implement and monitor each of the selected indicators. When all the tasks have been completed and the objective met, complete the status report as part of the Monitor section in the WISE Tool.

ONLY 5 INDICATORS ON THIS CHECKLIST SHOULD BE MARKED.

School Leadership and Decision Making

ID 01	ID 09	IE 07	IF 03
_____	_____	_____	_____
ID 02	ID 10	IE 08	IF 04
_____	_____	_____	_____
ID 03	ID 11	IE 09	IF 05
_____	_____	_____	_____
ID 04	ID 13	IE 10	IF 06
_____	_____	_____	_____
ID 05	IE 01	IE 12	IF 07
_____	_____	_____	_____
ID 06	IE 02	IE 13	IF 08
_____	_____	_____	_____
ID 07	IE 05	IF 01	IF 10
_____	_____	_____	_____
ID 08	IE 06	IF 02	_____
_____	_____	_____	_____

Curriculum, Assessment and Instructional Planning

IIA 01	IIB 04	IID 04	IID 11
_____	_____	_____	_____
IIA 02	IIB 05	IID 06	IID 12
_____	_____	_____	_____
IIA 03	IIC 01	IID 07	IID 13
_____	_____	_____	_____
IIB 01	IIC 03	IID 08	IID 14
_____	_____	_____	_____
IIB 02	IID 02	IID 09	IID 15
_____	_____	_____	_____
IIB 03	IID 03	IID 10	_____
_____	_____	_____	_____

Classroom Instruction

_____ IIIA 01	_____ IIIA 15	_____ IIIA 27	_____ IIIB 06
_____ IIIA 02	_____ IIIA 16	_____ IIIA 28	_____ IIIC 01
_____ IIIA 05	_____ IIIA 17	_____ IIIA 29	_____ IIIC 04
_____ IIIA 06	_____ IIIA 18	_____ IIIA 31	_____ IIIC 05
_____ IIIA 07	_____ IIIA 19	_____ IIIA 32	_____ IIIC 06
_____ IIIA 08	_____ IIIA 20	_____ IIIA 33	_____ IIIC 08
_____ IIIA 09	_____ IIIA 21	_____ IIIA 35	_____ IIIC 09
_____ IIIA 10	_____ IIIA 22	_____ IIIA 40	_____ IIIC 10
_____ IIIA 11	_____ IIIA 24	_____ IIIB 01	_____ IIIC12
_____ IIIA 13	_____ IIIA 25	_____ IIIB 02	
_____ IIIA 14	_____ IIIA 26	_____ IIIB 03	

Family and Community Engagement

_____ IVC 01	_____ IVD 02	_____ IVE 06
_____ IVC 02	_____ IVD 07	_____ IG 01
_____ IVD 01	_____ IVD 08	_____ IG 02

Secondary School Indicators

(Available to secondary schools only – this included middle/junior high/ and high schools)

_____ VA 01	_____ VA 07	_____ VA 13	_____ VA 19
_____ VA 02	_____ VA 08	_____ VA 14	_____ VA 20
_____ VA 03	_____ VA 09	_____ VA 15	_____ VA 21
_____ VA 04	_____ VA 10	_____ VA 16	_____ VA 22
_____ VA 05	_____ VA 11	_____ VA 17	_____ VA 23
_____ VA 06	_____ VA 12	_____ VA 18	_____ VA 24

Submission Process

- Submit the plan to the District for review upon completion.
- After District approval of the plan, click the following “submit” buttons on the WISE Tool Dashboard:
 - SMART Goals Form (November 1st and February 1st).
 - WISE School Indicators (November 1st and February 1st).
 - Continuous Improvement Plan Checklist (November 1st only).
- District** must submit a copy of the Improvement Plan Feedback Form with comments showing district approval (November 1st only).
- District** must submit Assurance Pages (November 1st only).

Email or fax these documents to:

Shasta Oswald
School Improvement Coordinator
soswald@sde.idaho.gov
208-426-4802

Continuous Improvement Plan – 1st Submission – Feedback Form

District: _____
School: _____
Reviewer: _____

As a result of the review, the overall plan:
 Approved Needs Revision

The following feedback form has been developed in order to facilitate the formal SDE/LEA review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process. The State Department of Education will review a sampling of Continuous Improvement Plans and provide a narrative response that includes positives, areas of growth, and question(s), as well as rubric summary of the planning components. State review teams will use the following to guide them in the review process: (Answers to the following questions must be present in the plan if applicable.) **Due November 1, 2014:**

Reflective questions regarding previous year's plan:

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the school communicated data & outcome results with the school board?

Guiding questions for current year planning:

- Do the SMART Goals meet all "S.M.A.R.T" components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **five** active WISE school Indicators with a minimum of two tasks?
- Is there evidence that the team has implemented the plan from previous year?
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

Continuous Improvement Plan Narrative Feedback:

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

Continuous Improvement Plan Scoring Rubric Summary:

- Minimum of 1 SMART Goal focusing on student achievement has been completed: Yes No
- 5 indicators have been planned for: Yes No

Exceptional	Acceptable	Needs Revision
Clear evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

School Leadership and Decision Making Indicators: ID01-ID13; IE01- IE13; IF01-IF10			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Curriculum, Assessment and Instructional Planning Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Classroom Instruction Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Family and Community Engagement Indicators: IVC01- IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01-IG02			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Secondary School Indicators Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable

Continuous Improvement Plan – 2nd Submission – Feedback Form

The State Department of Education will review a sampling of the early implementation of Continuous Improvement Plans and provide a narrative response that includes positives, areas of growth, and question(s), as well as rubric summary of the planning components. State review teams will use the following to guide them in the review process: (Answers to the following questions must be present in the plan if applicable.) Due February 1, 2015.

Continuous Improvement Plan Early Implementation Feedback Form:

- Have any of the goals been met? Is there clear evidence documented?
- Has progress been made on objectives? Stayed the same? Decreased? Are there connections between the improvement plan and progress made? Evidence of monitoring if applicable.
- What insights or strategies have the school provided that has demonstrated growth?
- Have adjustments to the plan been made since previous submission if necessary?

Continuous Improvement Plan Early Implementation Feedback Narrative Feedback:

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

Rapid Improvement Plan

Rapid Improvement Plan Compliance Checklist

District Name: _____ **Rapid Improvement Year:** _____ of 3
School Name: _____

First submission: The school will select ten indicators and create a plan for the current school year based on improvement year requirements and the specific needs of the building. Each indicator must have a minimum of two tasks outlining the steps being taken towards improvement. Proof of previous year’s plan being implemented (monitoring) needs to be evident upon submission.

Second submission: The school will include early implementation of the plan. Any/all required revisions from previous review need to be addressed at this time. Adjustments and progress towards completing goals, objectives, and tasks will be included through the monitoring section of the WISE Tool and the SMART Goals form.

A) SMART Goals: A minimum of 1 SMART Goal required – must be focused on student achievement.

B) The requirements for a Rapid Improvement Plan build on each other over three years.

- Year 1**, assess all indicators in the *School Leadership and Decision Making* category. In addition, secondary schools must assess all indicators in the *Secondary School Indicators* category. Assess and create a plan for a total of ten indicators. The following indicators are required: ID07, ID10, ID11, IE05, IE07, IID15 & IIIA01. **If any of the required year one indicators are already fully implemented/completed, the school must replace them with a new indicator of their choice.** The school chooses the remaining three indicators from any category. Once the plan has been created, the school monitors the implementation of the plan in the WISE Tool.
- Year 2**, assess all indicators in the *Curriculum, Assessment and Instructional Planning* category, then assess and create a plan for a total of ten indicators. The following indicators are required: IE08, IE09, IIB01, IIB05 & IID09. **If any of the required year two indicators are already fully implemented/completed, the school must replace them with a new indicator of their choice.** The school chooses the remaining five indicators from any category. If there are unfinished indicators from the first year, these may be included as part the remaining five. Once the plan has been created, the school monitors the implementation of the plan in the WISE Tool.
- Year 3**, assess all indicators in the *Classroom Instruction* category, then assess and create a plan for a total of at least ten indicators. **Fully implemented/completed will not be included to meet this requirement.** The school may choose indicators from any category. If there are unfinished indicators from the first or second year, these may be included as part the required ten indicators. Once the plan has been created, the school monitors the implementation of the plan in the WISE Tool.

ONLY 10 INDICATORS ON THIS CHECKLIST SHOULD BE MARKED.

School Leadership and Decision Making

ID 01		ID 09	1 st year	IE 07		IF 03
ID 02	1 st year	ID 10	2 nd year	IE 08		IF 04
ID 03	1 st year	ID 11	2 nd year	IE 09		IF 05
ID 04		ID 13		IE 10		IF 06
ID 05		IE 01		IE 12		IF 07
ID 06		IE 02		IE 13		IF 08
1 st year ID 07	1 st year	IE 05		IF 01		IF 10
ID 08		IE 06		IF 02		

Curriculum, Assessment and Instructional Planning

	IIA 01		IIB 04		IID 04		IID 11
	IIA 02	2 nd year	IIB 05		IID 06		IID 12
	IIA 03		IIC 01		IID 07		IID 13
2 nd year	IIB 01		IIC 03		IID 08		IID 14
	IIB 02		IID 02	2 nd year	IID 09	1 st year	IID 15
	IIB 03		IID 03		IID 10		

Classroom Instruction

1 st year	IIIA 01		IIIA 15		IIIA 27		IIIB 06
	IIIA 02		IIIA 16		IIIA 28		IIIC 01
	IIIA 05		IIIA 17		IIIA 29		IIIC 04
	IIIA 06		IIIA 18		IIIA 31		IIIC 05
	IIIA 07		IIIA 19		IIIA 32		IIIC 06
	IIIA 08		IIIA 20		IIIA 33		IIIC 08
	IIIA 09		IIIA 21		IIIA 35		IIIC 09
	IIIA 10		IIIA 22		IIIA 40		IIIC 10
	IIIA 11		IIIA 24		IIIB 01		IIIC 12
	IIIA 13		IIIA 25		IIIB 02		
	IIIA 14		IIIA 26		IIIB 03		

Family and Community Engagement

	IVC 01		IVD 02		IVE 06
	IVC 02		IVD 07		IG 01
	IVD 01		IVD 08		IG 02

Secondary School Indicators

(Available to secondary schools only – this included middle/junior high/ and high schools)

	VA 01		VA 07		VA 13		VA 19
	VA 02		VA 08		VA 14		VA 20
	VA 03		VA 09		VA 15		VA 21
	VA 04		VA 10		VA 16		VA 22
	VA 05		VA 11		VA 17		VA 23
	VA 06		VA 12		VA 18		VA 24

Submission Process

- Submit the plan to the District for review upon completion.
- After District approval of the plan, click the following “submit” buttons on the WISE Tool Dashboard:
 - SMART Goals Form (November 1st and February 1st).
 - WISE School Indicators (November 1st and February 1st).
 - Rapid Improvement Plan Checklist (November 1st only).
- District** must submit a copy of the Rapid Improvement Plan Feedback Form with comments showing district approval (November 1st only).
- District** must submit Assurance Pages (November 1st only).

Email or fax documents to:

Shasta Oswald
 School Improvement Coordinator
soswald@sde.idaho.gov
 208-426-4802

Rapid Improvement Plan – 1st Submission – Feedback Form

District: _____
School Name: _____
Reviewer Name: _____

As a result of the review, the overall plan:

- Approved Needs Revision

The following feedback form has been developed in order to facilitate the formal SDE/LEA review of Rapid Improvement Plans. **LEAs are responsible for the quality of Rapid Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process. The State Department of Education will review Rapid Improvement Plans and provide a narrative response that includes positives, areas of growth, and question(s), as well as rubric summary of the planning components. State review teams will use the following to guide them in the review process: (Answers to the following questions must be present in the plan if applicable.)

Due November 1, 2014.

Reflective questions regarding previous year's plan:

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the school communicated data & outcome results with the school board?

Guiding questions for current year planning:

- Was the plan approved at the district level? Were adjustments made per the district review process prior to submission?
- Do the SMART Goals meet all "S.M.A.R.T" components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **10** active WISE school Indicators with a minimum of two tasks?
- Is there evidence that the team has implemented or is implementing the required indicators per planning year (year 1 or year 2)?
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

Rapid Improvement Plan Narrative Feedback:

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

Rapid Improvement Plan Scoring Rubric Summary:

- Minimum of 1 SMART Goal focusing on student achievement has been completed: Yes No
- 10 indicators have been planned for per Year 1, 2, or 3 requirement: Yes No

Exceptional	Acceptable	Needs Revision
Clear evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

School Leadership and Decision Making			
Indicators: ID01-ID13; IE01- IE13; IF01-IF10			
<i>Year 1</i> , all indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Year 1</i> , ID07, ID10, ID11, IE05, and IE07 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Year 2</i> , IE08, IE09 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Curriculum, Assessment and Instructional Planning			
Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15			
<i>Year 1</i> , IID15 has been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Year 2</i> , all indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Year 2</i> , IIB01, IIB05, and IID09 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Classroom Instruction			
Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<i>Year 1</i> , IIIA01 has been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Year 3</i> , All indicators in this category has been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Family and Community Engagement			
Indicators: IVC01- IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Secondary School Indicators			
Indicators: VA01-VA24			
<i>Secondary Schools Year 1</i> , all indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable

Rapid Improvement Plan – 2nd Submission – Feedback Form

District: _____
School Name: _____
Reviewer Name: _____

As a result of the review, the overall plan:

- Approved Needs Revision

The State Department of Education will review the **early implementation** of Rapid Improvement Plans and provide a narrative response that includes positives, areas of growth, and question(s), as well as rubric summary of the planning components. State review teams will use the following to guide them in the review process: (Answers to the following questions must be present in the plan if applicable.) **Due February 1, 2015.**

Rapid Improvement Plan Early Implementation Feedback Form:

- Have any of the goals been met? Is there clear evidence documented?
- Has progress been made on indicators/objectives? Stayed the same? Decreased? Are there connections between the improvement plan and progress made? Evidence of monitoring if applicable.
- What insights or strategies have the school provided that has demonstrated growth?
- Have adjustments to the plan been made since previous submission if necessary?

Rapid Improvement Plan Early Implementation Feedback Narrative Feedback:

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

School Turnaround Plan

School Turnaround Plan Compliance Checklist

District Name: _____ **Turnaround Year:** _____ of 3

School Name: _____

First submission: The school will select ten WISE School Indicators and create a plan for the current school year based on improvement year requirements and the specific needs of the building. Each indicator must have a minimum of two tasks outlining the steps being taken towards improvement. Proof of previous year's plan being implemented (monitoring) needs to be evident upon submission. School Turnaround indicators addressing the seven turnaround principles as listed above will also be planned for in year 1 and monitored thereafter.

Second submission: The school will include early implementation of the plan. Any/all required revisions from previous review need to be addressed at this time. Adjustments and progress towards completing goals, objectives, and tasks will be included through the monitoring section of the WISE Tool and the SMART Goals form.

A) SMART Goals: A minimum of 1 SMART Goal required – must be focused on student achievement

B) The requirements for a School Turnaround Plan build on each other over three years.

Year 1:

- Assess all indicators in the *School Leadership and Decision Making* category. In addition, secondary schools must assess all indicators in the *Secondary School Indicators* category. Assess and create a plan for a total of at least ten indicators. The following indicators are required: ID07, ID10, ID11, IE05, IE07, IID15 & IIIA01. **If any of the required year one indicators are already fully implemented/completed, the school must replace them with a new indicator of their choice.** The school chooses the remaining three indicators from any category. Once the plan has been created, the school monitors the implementation of the plan in the WISE Tool.
- Assess and create plans for all *Turnaround School Indicators* located on the WISE Tool dashboard.
- The district will complete the *District Preparation for Turnaround Principles* category located in the District WISE Tool, and the *District Support of Turnaround Schools Supplemental Plan* located on the WISE Tool dashboard.

Year 2:

- Assess all indicators in the *Curriculum, Assessment and Instructional Planning* category, then assess and create a plan for a total of at least ten indicators. The following indicators are required: IE08, IE09, IIB01, IIB05 & IID09. **If any of the required year two indicators are already fully implemented/completed, the school must replace them with a new indicator of their choice.** The school chooses the remaining five indicators from any category. If there are unfinished indicators from the first year, these may be included as part the remaining five. Once the plan has been created, the school monitors the implementation of the plan in the WISE Tool.
- Implement and monitor the plan created during the first year in the *Turnaround School Indicators*.
- The district will implement and monitor the plan created during the first year in the *District Preparation for Turnaround Principles* category.

Year 3:

- Assess all indicators in the *Classroom Instruction* category, then assess and create a plan for a total of at least ten indicators. **Fully implemented/completed will not be included to meet this requirement.** The school may choose indicators from any category. If there are unfinished indicators from the first or second year, these may be included as part the required ten indicators. Once the plan has been created, the school monitors the implementation of the plan in the WISE Tool.
- Implement and monitor the plan already created in the *Turnaround School* category.
- The district will implement and monitor the plan already created in the *District Preparation for Turnaround Principles* category.

Please check each indicator included in the plan for 2014-20145.

ONLY 10 INDICATORS ON THIS CHECKLIST SHOULD BE MARKED

School Leadership and Decision Making

_____	ID 01	_____	ID 09	1 st year	IE 07	_____	IF 03
_____	ID 02	1 st year	ID 10	2 nd year	IE 08	_____	IF 04
_____	ID 03	1 st year	ID 11	2 nd year	IE 09	_____	IF 05
_____	ID 04	_____	ID 13	_____	IE 10	_____	IF 06
_____	ID 05	_____	IE 01	_____	IE 12	_____	IF 07
_____	ID 06	_____	IE 02	_____	IE 13	_____	IF 08
1 st year	ID 07	1 st year	IE 05	_____	IF 01	_____	IF 10
_____	ID 08	_____	IE 06	_____	IF 02	_____	

Curriculum, Assessment and Instructional Planning

_____	IIA 01	_____	IIB 04	_____	IID 04	_____	IID 11
_____	IIA 02	2 nd year	IIB 05	_____	IID 06	_____	IID 12
_____	IIA 03	_____	IIC 01	_____	IID 07	_____	IID 13
2 nd year	IIB 01	_____	IIC 03	_____	IID 08	_____	IID 14
_____	IIB 02	_____	IID 02	2 nd year	IID 09	1 st year	IID 15
_____	IIB 03	_____	IID 03	_____	IID 10	_____	

Classroom Instruction

1 st year	IIIA 01	_____	IIIA 15	_____	IIIA 27	_____	IIIB 06
_____	IIIA 02	_____	IIIA 16	_____	IIIA 28	_____	IIIC 01
_____	IIIA 05	_____	IIIA 17	_____	IIIA 29	_____	IIIC 04
_____	IIIA 06	_____	IIIA 18	_____	IIIA 31	_____	IIIC 05
_____	IIIA 07	_____	IIIA 19	_____	IIIA 32	_____	IIIC 06
_____	IIIA 08	_____	IIIA 20	_____	IIIA 33	_____	IIIC 08
_____	IIIA 09	_____	IIIA 21	_____	IIIA 35	_____	IIIC 09
_____	IIIA 10	_____	IIIA 22	_____	IIIA 40	_____	IIIC 10
_____	IIIA 11	_____	IIIA 24	_____	IIIB 01	_____	IIIC 12
_____	IIIA 13	_____	IIIA 25	_____	IIIB 02	_____	
_____	IIIA 14	_____	IIIA 26	_____	IIIB 03	_____	

Family and Community Engagement

_____	IVC 01	_____	IVD 02	_____	IVE 06	_____	
_____	IVC 02	_____	IVD 07	_____	IG 01	_____	
_____	IVD 01	_____	IVD 08	_____	IG 02	_____	

Secondary School Indicators

(Available to secondary schools only – this included middle/junior high/ and high schools)

VA 01	VA 07	VA 13	VA 19
VA 02	VA 08	VA 14	VA 20
VA 03	VA 09	VA 15	VA 21
VA 04	VA 10	VA 16	VA 22
VA 05	VA 11	VA 17	VA 23
VA 06	VA 12	VA 18	VA 24

Turnaround Schools

- Assess all indicators
- Plan for all indicators

STA 01	STA 04	STA 06	STA 08
STA 02	STA 05	STA 07	STA 09
STA 03			

Submission Process

- Submit the plan to the District for review upon completion.
- After District approval of the plan, click the following “submit” buttons on the WISE Tool Dashboard:
 - SMART Goals Form (November 1st and February 1st).
 - WISE School Indicators (November 1st and February 1st).
 - School Turnaround Indicators (November 1st and February 1st).
 - School Turnaround Plan Checklist (November 1st only).
- District** must submit a copy of the Turnaround Plan Feedback Form with comments showing district approval (November 1st only).
- District** must submit Assurance Pages (November 1st only).

Email or fax documents to:

Shasta Oswald
School Improvement Coordinator
soswald@sde.idaho.gov
208-426-4802

School Turnaround Plan Indicators

Turnaround Principle #2 – Ensure teachers are effective and able to improve instruction.	
STA01	The principal reviews the quality of all staff members in schools required to implement turnaround plans and retains only those who have the ability to support the turnaround plan.
STA02	The school leadership team ensures that job-embedded, ongoing professional development is provided to teachers, which is informed by the teacher evaluation and support system and is tied to teacher and student needs.
Turnaround Principle #3 – Redesign the school day, week, year.	
STA03	The school leadership team evaluates the school schedule yearly and redesigns the schedule to include sufficient time for teacher collaboration.
STA04	The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.
Turnaround Principle #4 – Strengthen the school’s instructional program.	
STA05	The school leadership team ensures that the core instructional program is research-based, rigorous, and aligned with State academic content standards.
STA06	The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.
Turnaround Principle #5 – Establish school environment that improves school safety and discipline.	
STA07	The school leadership team and staff collaboration teams have a plan for using data to inform decisions about the instructional core and continuous, system-wide improvement.
Turnaround Principle #6 – Provide ongoing mechanisms for family and community engagement.	
STA08	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).
Turnaround Principle #7	
STA09	The school leadership team provides ongoing mechanisms for families and the community to be meaningfully engaged in decisions that impact school improvement and the school environment.

School Turnaround Plan – 1st Submission – Feedback Form

District: _____
School Name: _____
Reviewer Name: _____

As a result of the review, the overall plan:

Approved Needs Revision

The following feedback form has been developed in order to facilitate the formal SDE/LEA review of School Turnaround Plans. **LEAs are responsible for the quality of School Turnaround Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process. The State Department of Education will review School Turnaround Plans and provide a narrative response that includes positives, areas of growth, and question(s), as well as rubric summary of the planning components. State review teams will use the following to guide them in the review process: **(Answers to the following questions must be present in the plan if applicable.)**

Due November 1, 2014.

Reflective questions regarding previous year's plan:

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the school communicated data & outcome results with the school board?

Guiding questions for current year planning:

- Was the plan approved at the district level? Were adjustments made per the district review process prior to submission?
- Do the SMART Goals meet all "S.M.A.R.T" components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **10** active WISE school Indicators with a minimum of two tasks? If a Turnaround school, are the **9** indicators addressing the Turnaround Principles also included?
- Is there evidence that the team has implemented or is implementing the required indicators per planning year (year 1 or year 2)?
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

School Turnaround Plan Narrative Feedback:

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

School Turnaround Plan Scoring Rubric Summary:

- Minimum of 1 SMART Goal focusing on student achievement has been completed: Yes No
- 10 indicators have been planned for per Year 1, 2, or 3 requirement: Yes No

Exceptional	Acceptable	Needs Revision
Clear evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

School Leadership and Decision Making (Indicators: ID01-ID13; IE01- IE13; IF01-IF10)

Year 1, all indicators in this category have been assessed: Yes No
Year 1, ID07, ID10, ID11, IE05, and IE07 have been planned for: Yes No
Year 2, IE08, IE09 have been planned for: Yes No

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
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Curriculum, Assessment and Instructional Planning (Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15)

Year 1, IID15 has been planned for: Yes No
Year 2, all indicators in this category have been assessed: Yes No
Year 2, IIB01, IIB05, and IID09 have been planned for: Yes No

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
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Classroom Instruction (Indicators: IIIA01-III A40; IIIB01-IIIB06; IIIC01-IIIC12)

Year 1, IIIA01 has been planned for: Yes No
Year 3, All indicators in this category has been assessed: Yes No

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
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Family and Community Engagement (Indicators: IVC01- IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01-IG02)

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
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Secondary School Indicators (Indicators: VA01-VA24)

Secondary Schools Year 1, all indicators in this category have been assessed: Yes No

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
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School Turnaround Plan (Indicators: STA01-STA09)

Year 1, all indicators in this category have been assessed: Yes No
Year 1, all indicators have been planned for: Yes No
Year 2, all indicators show progress toward completion: Yes No
Year 3, all indicators show progress toward completion: Yes No

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
--------------------------------------	-------------------------------------	---	---

School Turnaround Plan – 2nd Submission – Feedback Form

District: _____
School Name: _____
Reviewer Name: _____

As a result of the review, the overall plan:
 Approved Needs Revision

The State Department of Education will review the **early implementation** of School Turnaround Plans and provide a narrative response that includes positives, areas of growth, and question(s), as well as rubric summary of the planning components. State review teams will use the following to guide them in the review process: (Answers to the following questions must be present in the plan if applicable.) **Due February 1, 2015.**

Rapid Improvement Plan Early Implementation Feedback Form:

- Have any of the goals been met? Is there clear evidence documented?
- Has progress been made on indicators/objectives? Stayed the same? Decreased? Are there connections between the improvement plan and progress made? Evidence of monitoring if applicable.
- What insights or strategies have the school provided that has demonstrated growth?
- Have adjustments to the plan been made since previous submission if necessary? Have adjustments been made after an Instructional Core Focus Visit?

School Turnaround Plan Early Implementation Feedback Narrative Feedback:

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

Assurances

2014-2015 Assurance Form Cover Sheet

Please submit one cover sheet per LEA, along with one set of completed assurance pages that will apply to all school(s) listed. Copy and submit an additional coversheet if needed to accommodate a larger number of schools.

District Contact Person for Plan(s):

Name: _____ Telephone: _____
 Position: _____ Email: _____

Name and Number of LEA

Name of School(s) Required to Submit AMO Continuous Improvement (SMART Goals)	Date Approved by LEA

Name of School(s) Required to submit Continuous Improvement Plan	Date Approved by LEA

Name of School(s) Required to submit Rapid Improvement Plan	Date Approved by LEA

Name of School(s) Required to submit Turnaround School Plan	Date Approved by LEA

IDAHO STATE DEPARTMENT OF EDUCATION
Elementary and Secondary Education Act as Reauthorized in 2001

**2014-2015 Improvement Planning and Implementation
Statement of Assurance**

The Local Educational Agency (LEA) hereby declares that it has abided by all the planning and implementation requirements of district and school improvement. By providing the signatures below, the LEA assures the Idaho Department of Education that:

- Schools with 4 and 5 star ratings that did not meet their AMO's for two consecutive years have submitted AMO Continuous Improvement Plans to the district for approval.
- The School-level Improvement, Continuous, Rapid and Turnaround Plans (listed on attached 2014-2015 Assurance Form Cover Sheet) have been subject to a documented, meaningful, and thorough district-level review process prior to providing LEA approval and are being submitted in their final form for state verification.
- The District has partnered, as applicable, with any schools in Turnaround Planning to ensure a successful plan for alternative governance and will hold the school accountable accordingly.
- The District Improvement Plan was developed by a district leadership team and accurately represents the goals of the Superintendent and Board of Trustees.

Legal Name and Address of Local Education Agency (LEA):	
To the best of my knowledge and belief, all data in these plans are true and correct. The governing body of the applicant has duly authorized these plans, and the applicant will comply with the above assurances.	
Print Name of Superintendent or Authorized Representative:	
Signature of Superintendent or Authorized Representative:	Date:
Print Name of Board of Trustees Chair:	
Signature of Board of Trustees Chair:	Date:

Improvement Planning Resources and Technical Assistance

Nine Characteristics of HighPerforming Schools

1 Clear and Shared Focus. Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

2 High Standards and Expectations for All Students. Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

3 Effective School Leadership. Effective instructional and administrative leadership is required to implement change processes. Effective leaders proactively seek needed help. They nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles – teachers and other staff, including those in the district office, often have a leadership role.

4 High Levels of Collaboration and Communication. There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

5 Curriculum, Instruction and Assessment Aligned with Standards. The planned and actual curriculum are aligned with the essential academic learning requirements (EALRs). Research-based teaching strategies and materials are used. Staff understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

6 Frequent Monitoring of Learning and Teaching. A steady cycle of different assessments identify students who need help. More support and instructional time is provided, either during the school day or outside normal school hours. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

7 Focused Professional Development. A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

8 Supportive Learning Environment. The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

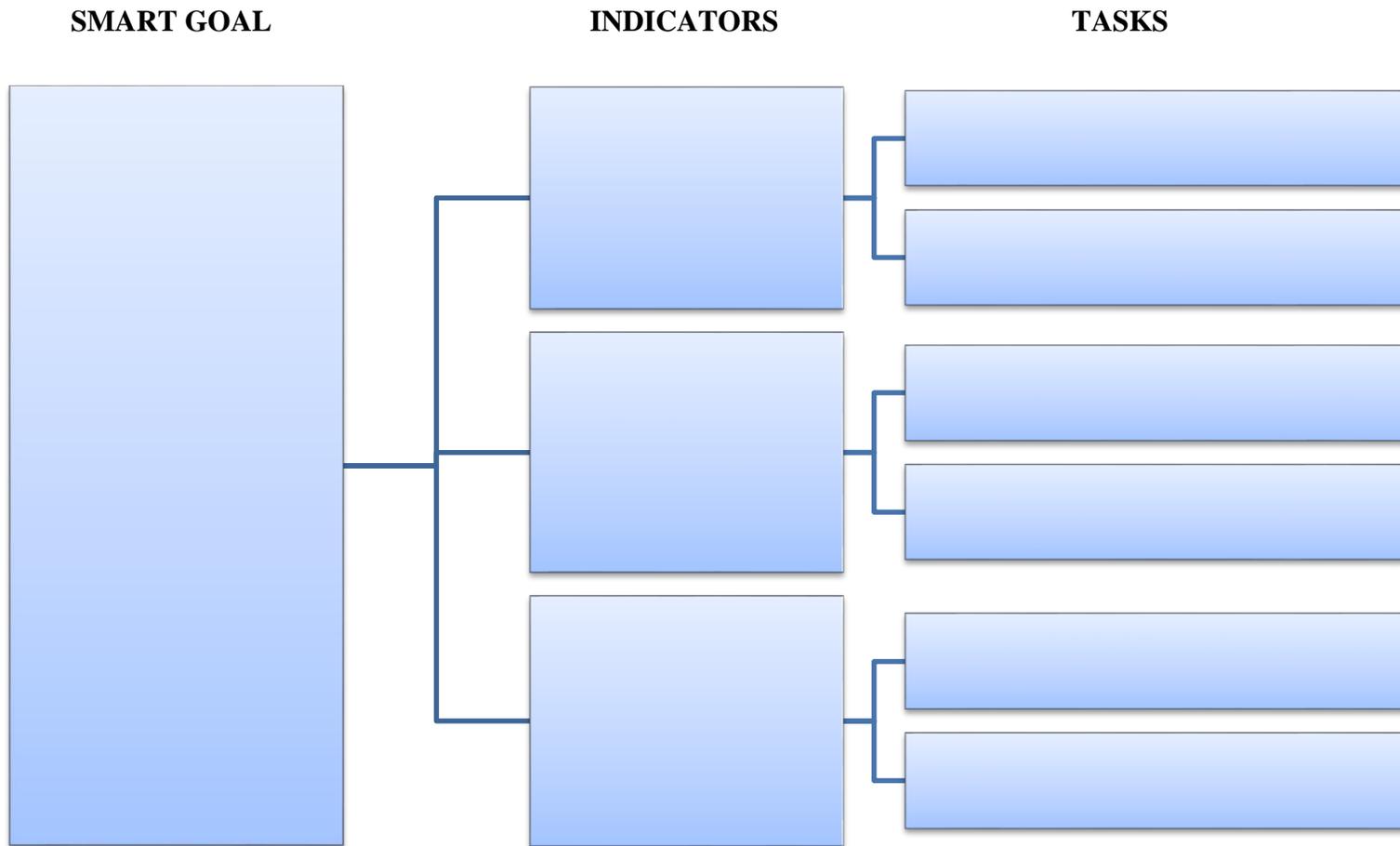
9 High Levels of Family and Community Involvement. There is a sense that all have a responsibility to educate students, not just teachers and school staff. Families, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.



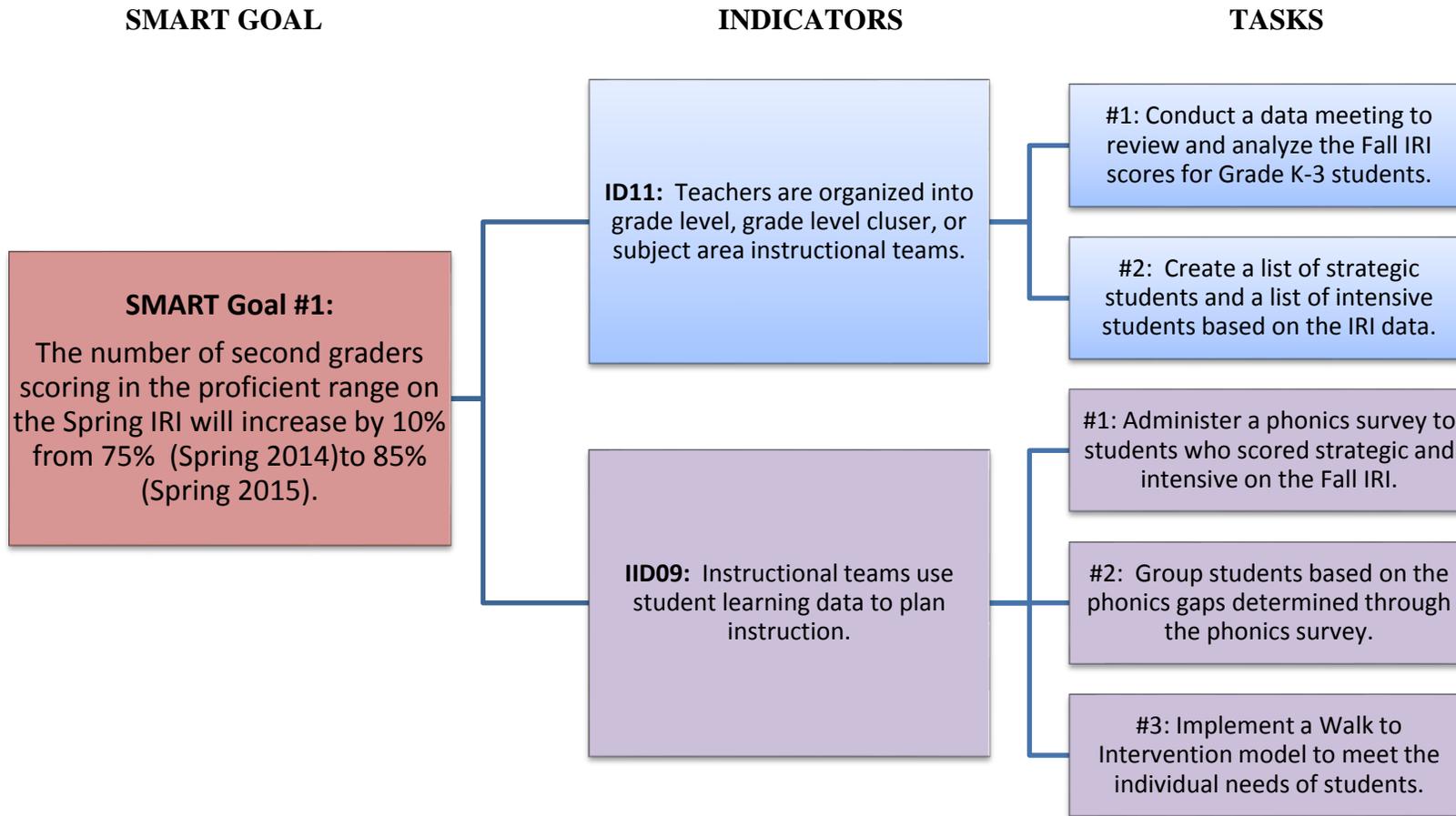
SMART Goals Graphic Organizer

The following graphic organizer has been included to assist schools with embedding tasks to achieve SMART goals within the WISE Tool indicators. Notice in this organizer the SMART Goal is stated, then indicators and tasks are aligned to meet the goal. After creating SMART Goals for your school, the leadership team should ask these questions. *Which WISE Tool indicator will support the SMART Goal? Will more than one indicator help meet the SMART Goal? What tasks will move our school to meet the objective and the SMART Goal?*

See example on the following page.



Example: SMART Goals Graphic Organizer



PLEASE NOTE: The above is an example of how to use this organizer. Several tasks/next steps are missing due to the simplicity of this sample.

Tips

Winning plans are those that are measurable, implemented with fidelity, monitored and focused on what works!

1. Write for the right audience! The primary audience for the plan is the user... those who will implement the plan. The plan also provides sufficient background information for other audiences, such as SDE reviewers, teachers, parents and community members.
2. The plan includes strengths and weaknesses. Why is the district/school doing well? Not doing well?
3. The team has reviewed and uses the WISE Ways and other research based indicators of effective practices (e.g. 9 Characteristics of High Performing Schools) when developing and implementing the plan.
4. The plan is specific and thorough. Is the plan specific enough? Are the action plans and tasks sufficient? Is it clear how the team will track and monitor progress? Do the tasks align with the indicator and goals for improvement?
5. Focus and coordinate strategies and activities that result in a doable plan.
6. Focus on student learning and achievement. Do the strategies, activities and tasks focus on student learning? Can these tasks be monitored (observed and measured)? Will the action plans effectively change instructional practice and improve student achievement?



Examples/Non-Examples of Full Implementation

It is important to provide a detailed explanation of evidence of indicators marked “Fully Implemented”. This is important to the planning processes because descriptions of fully implementation that are too vague can be impossible to evaluate. *If an indicator cannot be evaluated for its effectiveness a school cannot determine if the action item has truly helped or hindered student progress.*

To assist in the process of providing a detailed explanation of evidence, your school team may want to reference the WISE Ways. The WISE Ways link is located next to each indicator. The WISE ways will take you to research based evidence and examples that will be helpful in assessing each indicator.

The chart below provides your school team some examples and non-examples of what constitutes a detailed explanation of evidence.

<i>WISE indicator</i>	 <i>Example</i>	 <i>Non-Example</i>
ID01 A team structure is officially incorporated in the school improvement plan and school governance policy.	Our grade level teams meet every week for one hour. The Special Education, Title I, and ELL teachers attend every other week on a rotating basis. Our leadership team consists of a representative from each grade level as well as Special Education, Title, and ELL. We meet every two week for 45 minutes	Our school believes in teaming. We do have teams at our school.
ID04 All Teams prepare Agendas for their meetings.	Agendas are collected for all collaborative meetings. Our Agenda includes roles and norms. Our roles such as facilitator, timekeeper, recorder and engaged participants rotate each month. A summary of the discussion and any actions to be taken are also included.	It is an expectation at our school that an agenda is present at every meeting.
IIIA25 All teachers encourage students to paraphrase, summarize, and relate	Our school uses the xyz model as part of our walk-through which uses the criteria of observing for opportunities for students responses. Our teachers listen for error correction opportunities and ways to provide feedback using whole group answers, think-pair share or written responses such as tickets out the door where a student is asked to demonstrate learning through a question.	Fully implemented as observed by our walkthroughs. Our teachers interact instructionally with students.

<i>WISE indicator</i>	 <i>Example</i>	 <i>Non-Example</i>
ID07 A Leadership Team consisting of the principal, teachers who lead Instructional Team, and other key professional staff meets regularly (twice a month or more for an hour each meeting).	A Building Leadership Team was formed during the 2009-10 school year. The principal serves as the Facilitator and the team is composed of 8 members including teachers, support staff, and parents. The team meets once a week on Thursdays from 2:30 – 5:00. Our team operates with agendas, keeps minutes, stays focused, and operates with norms for collaboration and communication. Data is used to drive decisions about student learning and achievement. Other resources that are used for our school improvement work includes the 9 Characteristics of High Performing Schools, 8 Step Planning Process, SMART Goals, WISE Ways, and Indicators in Action.	The staff meets regularly and the principal prepares the agenda. Our schedule doesn't allow us to meet more than an hour.
IID03 Teachers receive timely reports of results from standardized and objectives-based tests.	All data from standardized and objectives-based tests are collected, sorted, and analyzed following the computation of all results. These results are shared quarterly during Data Carousel activities as well as weekly during Leadership and Instructional Team meetings. Data Notebooks are in place and used weekly and include the data – IRI, ISAT, CEE Perceptual Surveys, Benchmark tests, Chapter and End of Unit tests, and Instructional Reviews. Data is reviewed weekly for the purpose of grouping students, planning, and instruction. The RTI team also uses data (screening and progress monitoring, state/district/school assessments) to determine interventions for individuals and groups of students	We keep a data notebook on file.



Tasks in Action Plans

A task in an action plan...

- Aligns and supports an indicator/objective
- Starts with an action verb (design, assess, analyze, develop, provide, create, establish, review, select, prioritize, identify, etc.)
- Is simple, small, sequential vs. complex, large, multiple steps
- Is observable, measurable, clear, understandable
- Will move the team forward to full implementation of the indicator
- Will be created in the WISE Tool – Create School Plan
- Will be monitored in the WISE Tool – Monitor School Plan

A task in an action plan...

- Does not use names (Sue, Jim, Mr. Jones)
- Uses distributive leadership so different staff or team members are responsible for the action plans vs. 1-2 people
- Is not a philosophical statement such as “We believe all students can learn”
- Is not a goal statement such as “Improve communication with parents”
- Is not just a repeat of the indicator
- Does not include extra comments or explanations that could be included in the comments section of the action plan

In addition...

- Include at least two tasks for each planned for indicator
- If the indicator cannot be fully implemented after the two tasks are completed then add new tasks
- Use the Resources and Reports drop down button that is located at the top of the Main Menu in the WISE Tool, then select reports to print out for the Leadership Team such as the Tasks Report or Progress Report
- Work with the Leadership Team and the Process Manager to keep the plan current and up-to-date. Build a time into team meetings at least once a month or quarterly to create and monitor action plans including tasks.



Example Tasks

Below is a chart with examples of written tasks from the “Create” section of the WISE Tool. Comments to consider about each task are included as to why it may or may not need revision.

Examples of Tasks	Comments to Consider
<p>ID01 A team structure is officially incorporated into the school improvement plan and school governance policy.</p> <p>Task #1 The School Improvement Team for Noble Elementary will be known as the BLT (Building Leadership Team) and the formation of the team will be completed.</p> <p>Task #2 Norms will be developed by the team and included in the Leadership Team plan.</p>	<p>Task # 1 and #2 can be considered acceptable.</p> <p>Note: One might wonder about a timeline indicating a deadline in which these tasks will be completed and who will take the lead in creating the Building Leadership team, but the WISE tool has built within it a place for the school to indicate a date of when that task will be completed. The WISE tool also has a place to assign a person who will take the lead or “follow up” on this task.</p> <p>One might say that task #2 would be strengthened if the school mentioned the research or from what body of knowledge the norms will be generated from. While that is a good suggestion and will add even more specificity, this task is acceptable. The research about norms was probably mentioned in the WISE Ways Feature spoken about earlier in this document which caused the school to have as a task a formal adoption of norms.</p>
<p>ID01 A team structure is officially incorporated into the school improvement plan and school governance policy.</p> <p>Task #1 Define the Who, What, When, Where, Why, and How of the School Leadership Team. Publish this definition and distribute it to the staff for inclusion in their Staff Handbook.</p> <p>Task #2 Should we consider having a student on the team?</p>	<p>Task #1 needs revision. It needs to be reworded so that there is clarity about the who, the what, the how and, the where. It needs to be measurable and actionable. These terms are too vague. The who could be answered by the feature in the tool that asks for someone on the team to be assigned as the person who will take the lead on this action. The when could be addressed by the feature in the tool that asks for a due date. The what needs more clarity as well as the how. It may also need to be broken down into a task of publishing and then the task of distributing the information.</p> <p>Task #2 is not a task. This needs to be reworded into a measurable statement.</p>
<p>ID01 A team structure is officially incorporated into the school improvement plan and school governance policy.</p>	<p>Task #1 Does not fit with the indicator. The indicator is about team structure that is part of the governance of the school. The task answers a question about data. While this may be sufficient task, it is better to have that task</p>

Task #1	Instructional Teams will use the ACT test results as a data point for review.	align with indicators in the tool that address data and assessment.
Task #2	Instructional Teams will set growth targets in each subject area for each grade level for 2013-14.	Task #2 does not align with the indicator. Again, this task would be more in alignment with the indicators that address assessment.
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff.	Task #1 – Reviewing a communication plan may be acceptable but could be more specific. The school might add more specificity such as “Review the communication plan used by the district strategic team to see if it could be adopted by our School Leadership team”.
Task #1	Review a communication plan.	
Task #2	Develop a flow chart for communication between the members of the School Improvement Team and the rest of the faculty.	Task #2 – Acceptable
ID11	Teachers are organized into grade-level, grade level cluster, or subject area Instructional Teams.	Task #1 –Needs revision as it has nothing to do with the indicator. It doesn’t speak to organization of teams into grade level clusters etc.
Task #1	Distribute Cambridge Education Specialist test preparation materials for teacher investigation.	Task #2 – A test preparation curriculum has nothing to do with organizing teacher into grade level clusters. So this task would need revision.
Task #2	Implement a Cambridge 12 hour test prep curriculum.	
ID13	Instructional Teams meet for blocks of time (4 to 6 hours, once a month; whole days; before and after school) sufficient to develop and refine units of instruction and review student learning data.	Task #1 The Kind of professional development needs to be defined and how it is linked to instructional teams developing units of instruction. Revising this task would assist the school in the specifics of the action that then can be measured as part of the evaluation.
Task #1	Use Federal Funds to pay staff members to participate in professional development.	Task #2 Needs revision. The school would need to define what the outside consultant will specifically do to lead school improvement efforts. Specificity in plan such as noting and documenting in the tasks the frequency and length of the professional development session and the consideration of how the school will measure its effectiveness.
Task #2	Use an outside consultant to lead the school improvement efforts and conduct the meetings.	

Leadership Team Self-Assessment Rubric

“Leadership Teams: Working Toward High Quality Implementation”

The “Keys To Success for Indistar Schools” provides broad statements that help point schools in the direction of effective Indistar implementation and continuous school improvement. They range from keys to success from the principal and Leadership Team (LT) to teachers, Instructional Teams (IT), coaches, and a broad range of stakeholders. Schools that implement these keys with fidelity see results that significantly improve adult practices and resulting student achievement.

Keys to Success for Indistar Schools

1. **School Leadership Team** meets regularly (typically twice a month) to review multiple data sources, including evidence of indicator implementation, monitor progress, and guide continuous improvement of professional practice.
2. **School Leadership Team** dialogues with the coach and district liaison via coaching comments and reviews.
3. **Instructional Teams** meet regularly (including large blocks of time) to review student performance data and develop and refine differentiated instructional plans and formative assessments.
4. **Principal** provides direction for the teams, focuses on instruction, builds leadership capacity of others.
5. **Teachers** implement effective instructional practice, guided by indicators.
6. **Coaches** (including district liaisons) regularly review the work of the Leadership Team and provide guidance, reflection, pressure, and support.
7. **Teachers, parents, school board members, and district personnel** review reports through the Guest Login to stay abreast of the evolving plan and offer feedback.

The purpose for this rubric is to provide SEAs a tool to help schools self-assess their progress toward implementing the first key – School Leadership Team - with fidelity and with the expectation that it will greatly enhance the adult practices and student success in the building. In addition, SEAs can participate in this self-assessment, gain valuable insights, and can then provide targeted professional development and technical assistance to districts and schools.

Not included in each rubric, but essential to effective implementation, is the work of the Process Manager, who has several key roles including:

- Establish and distribute agendas and relevant Wise Ways to all LT members in advance of meetings
- Take notes at meetings, either directly into the tool or entered immediately after the meetings
- Distribute minutes of the meetings prior to the next meeting

Leadership Team

Component: Leadership Team	I. No Development or Implementation	II. Limited Development or Implementation	III. Full Development or Implementation	IV. Exemplary Development or Implementation
<i>Leadership Team (LT) Composition (Applies to Assess, Create, and Monitor)</i>	<ul style="list-style-type: none"> No LT exists 	<ul style="list-style-type: none"> The LT includes limited representation: <ul style="list-style-type: none"> Principal Assistant Principal Instructional Coach Process Manager 	<ul style="list-style-type: none"> The LT includes representation from the school staff, including: <ul style="list-style-type: none"> Special Education ELL Reading Math 	<ul style="list-style-type: none"> The LT includes representation from parent and community groups
<i>Frequency of LT Meetings</i>	<ul style="list-style-type: none"> No meetings held 	<ul style="list-style-type: none"> LT meetings held occasionally, but less than twice a month 	<ul style="list-style-type: none"> LT meetings held twice a month 	<ul style="list-style-type: none"> LT meetings held more frequently, as needed
<i>LT Attendance and Participation</i>	<ul style="list-style-type: none"> No LT exists 	<ul style="list-style-type: none"> Some (not all) LT members attend meetings Some (not all) LT members participate in meetings 	<ul style="list-style-type: none"> All LT members attend regularly and participate 	<ul style="list-style-type: none"> Additional staff and stakeholders are invited to attend some LT meetings to add perspective and provide feedback All members engage in dialogue, questioning, and debate
<i>Agendas</i>	<ul style="list-style-type: none"> No agendas created 	<ul style="list-style-type: none"> Agendas created for some meetings Agendas provide date, beginning and ending times, and locations Agendas provide Indistar topics to be discussed and/or decided 	<ul style="list-style-type: none"> Agendas created for all meetings Agendas distributed prior to meetings 	<ul style="list-style-type: none"> Agendas reviewed and revised, if necessary, at the beginning of meetings
<i>Minutes</i>	<ul style="list-style-type: none"> No minutes kept 	<ul style="list-style-type: none"> Minutes from some LT meetings kept 	<ul style="list-style-type: none"> Minutes from all meetings kept Minutes reviewed at the beginning of meetings Minutes accepted or revised to accurately reflect the previous meeting 	<ul style="list-style-type: none"> Minutes consistent reviewed at meetings Minutes emailed or otherwise distributed to all staff in a timely

Assess

Component: Assess	I. No Development or Implementation	II. Limited Development or Implementation	III. Full Development or Implementation	IV. Exemplary Development or Implementation
<i>Selection of Indicators to Assess</i>	<ul style="list-style-type: none"> • No indicators are assessed 	<ul style="list-style-type: none"> • Selecting indicators to assess based on perception without use of data 	<ul style="list-style-type: none"> • Selecting indicators to assess based upon data, including <ul style="list-style-type: none"> ○ State-level student achievement ○ School-level data ○ Attendance and behavior data 	<ul style="list-style-type: none"> • Selecting indicators to assess using multiple sources of data, including: <ul style="list-style-type: none"> ○ Classroom-level formative assessments ○ Summaries of walkthroughs and/or observations ○ Student and parent attitude surveys
<i>Use of Wise Ways</i>	<ul style="list-style-type: none"> • No use of Wise Ways (WW) 	<ul style="list-style-type: none"> • Assessing indicators with use of WW for some 	<ul style="list-style-type: none"> • Assessing indicators by reading, discussing, and applying WW 	<ul style="list-style-type: none"> • Assessing indicators by considering additional research from reference sections of WW
<i>Determining “Level of Development or Implementation”</i>	<ul style="list-style-type: none"> • No attempt to determine “Level of Development or Implementation” 	<ul style="list-style-type: none"> • Determining “Level of Development or Implementation” without use of data 	<ul style="list-style-type: none"> • Analyzing data relevant to the indicator to determine “Level of Development or Implementation,” including: <ul style="list-style-type: none"> ○ State-level student achievement ○ School-level data ○ Attendance and behavior data 	<ul style="list-style-type: none"> • Analyzing data relevant to the indicator to determine “Level of Development or Implementation,” including: <ul style="list-style-type: none"> ○ Classroom-level formative assessments ○ Summaries of walkthroughs and/or observations ○ Student and parent attitude surveys
<i>Determining Priority and Opportunity Scores</i>	<ul style="list-style-type: none"> • No attempt to determine Priority and Opportunity Scores 	<ul style="list-style-type: none"> • Determining Priority and Opportunity scores based on limited analysis of school-based capacity, policies, and budgets 	<ul style="list-style-type: none"> • Determining Priority and Opportunity scores based on discussion of: <ul style="list-style-type: none"> ○ Student needs ○ School-based capacity ○ Capacity to provide professional development and support ○ Federal, state, and local policies and budgets 	<ul style="list-style-type: none"> • Determining Priority and Opportunity scores based on objective and evidence-based analysis of Level III
<i>Describing the Current Level of Development or Implementation</i>	<ul style="list-style-type: none"> • No attempt to determine the Current Level of Development or Implementation 	<ul style="list-style-type: none"> • Describing the current level of development or implementation in generalities 	<ul style="list-style-type: none"> • Describing the current level of development or implementation accurately and specifically 	<ul style="list-style-type: none"> • Describing the current level of development or implementation accurately and specifically, with some illustrative examples

Create

Component: Create	I. No Development or Implementation	II. Limited Development or Implementation	III. Full Development or Implementation	IV. Exemplary Development or Implementation
<i>Selecting Objectives</i>	<ul style="list-style-type: none"> • No objectives selected 	<ul style="list-style-type: none"> • Selecting objectives based on ranking from Priority Opportunity scores 	<ul style="list-style-type: none"> • Selecting “quick-win” objectives using objective information in addition to the Priority Opportunity scores 	<ul style="list-style-type: none"> • Selecting “quick-win” objectives with input from staff and community
<i>Describing “how it will look when this objective is fully met “... and information needed to provide evidence if it is fully met</i>	<ul style="list-style-type: none"> • Description does not address the objective or has not been entered 	<ul style="list-style-type: none"> • Description relates to the objective and some examples of evidence are provided 	<ul style="list-style-type: none"> • Description of how it will look when fully met and description of evidence are: <ul style="list-style-type: none"> ○ Aligned to the objective ○ Consistent with WW 	<ul style="list-style-type: none"> • Description addresses all components described in WW and additional references and is: <ul style="list-style-type: none"> ○ Focused ○ Attainable • Description of evidence is: <ul style="list-style-type: none"> ○ Specific ○ Thorough
<i>Creating Tasks</i>	<ul style="list-style-type: none"> • No tasks created to address the objective 	<ul style="list-style-type: none"> • Creating tasks based on superficial assessment of indicators with minimal use of WW • Creating tasks partially aligned to the objective • Creating tasks that partially achieve full implementation 	<ul style="list-style-type: none"> • Assigning various members of the LT responsibility, not just one or two members • Identifying a person responsible for each task • Creating tasks that are focused and attainable <ul style="list-style-type: none"> ○ Build on strengths identified in the Assess component ○ Align to the indicators ○ Are consistent with WW • Setting reasonable dates for achievement of tasks • Identifying the frequency by which the task will recur • Recording notes from discussion that will assist the person responsible for the task 	<ul style="list-style-type: none"> • Analyzing areas of strength to identify factors that can contribute to improvement • Creating timelines using backward planning

Monitor

Component: Monitor	I. No Development or Implementation	II. Limited Development or Implementation	III. Full Development or Implementation	IV. Exemplary Development or Implementation
<i>Monitoring Progress</i>	<ul style="list-style-type: none"> • No monitoring of implementation or progress on tasks 	<ul style="list-style-type: none"> • Monitoring is done infrequently • Monitoring based on perceptions of progress 	<ul style="list-style-type: none"> • Monitoring task completion and achievement of objectives is done regularly at twice monthly LT meetings • Monitoring of task progress is done by the LT member responsible for the objective • Monitoring discussions are led by the LT member responsible for each objective • Monitoring discussions are based on data and evidence of progress 	<ul style="list-style-type: none"> • Analyzing multiple sources of data (see Assess for full list) to: <ul style="list-style-type: none"> ○ Monitor progress ○ Evaluate fidelity of implementation ○ Adjust due dates based on analysis of task completion data
<i>Providing Evidence and Sustaining Progress</i>	<ul style="list-style-type: none"> • No evidence cited • No plans for sustainability 	<ul style="list-style-type: none"> • Providing general statements about evidence and sustainability without specific information 	<ul style="list-style-type: none"> • Providing specific concise statements of evidence clearly aligned to the objectives • Providing clearly aligned, specific, and detailed plans for sustaining the objective 	<ul style="list-style-type: none"> • Providing documents in the Document Upload with details specific evidence and/or plans for sustaining the objective

Based on your responses to the Focus School Intervention Survey:

1. Please share some of the things that you have been working on around (name an intervention checked on the survey). Provide some evidence of the work that has been done.
2. What are some of the positive outcomes to your work?
3. As you reflect on the process, what are the challenges you have overcome?
4. As you move forward, what will be your next steps?
5. How has this process impacted the climate and culture of your school?

Based on the responses to the interview questions, indicate the amount of progress the school has made toward each intervention checked on the Focus School Intervention Survey. The interventions must be designed to meet the needs of ALL students.

Tiered interventions (Tier 1, 2, 3) designed to address the range of students needs*
<input type="checkbox"/> Not Started <input type="checkbox"/> In the planning stages <input type="checkbox"/> In progress <input type="checkbox"/> Established practice
Needs analysis that led to interventions tied to specific subgroup needs
<input type="checkbox"/> Not Started <input type="checkbox"/> In the planning stages <input type="checkbox"/> In progress <input type="checkbox"/> Established practice
Providing strong leadership
<input type="checkbox"/> Not Started <input type="checkbox"/> In the planning stages <input type="checkbox"/> In progress <input type="checkbox"/> Established practice
Ensuring teachers are effective
<input type="checkbox"/> Not Started <input type="checkbox"/> In the planning stages <input type="checkbox"/> In progress <input type="checkbox"/> Established practice
Redesigning the school day, week, year
<input type="checkbox"/> Not Started <input type="checkbox"/> In the planning stages <input type="checkbox"/> In progress <input type="checkbox"/> Established practice
Strengthening the schools instructional program
<input type="checkbox"/> Not Started <input type="checkbox"/> In the planning stages <input type="checkbox"/> In progress <input type="checkbox"/> Established practice
Using data to inform instruction
<input type="checkbox"/> Not Started <input type="checkbox"/> In the planning stages <input type="checkbox"/> In progress <input type="checkbox"/> Established practice
Establishing a safe school environment
<input type="checkbox"/> Not Started <input type="checkbox"/> In the planning stages <input type="checkbox"/> In progress <input type="checkbox"/> Established practice
Providing mechanisms for family and community engagement
<input type="checkbox"/> Not Started <input type="checkbox"/> In the planning stages <input type="checkbox"/> In progress <input type="checkbox"/> Established practice
Other (Please specify)
<input type="checkbox"/> Not Started <input type="checkbox"/> In the planning stages <input type="checkbox"/> In progress <input type="checkbox"/> Established practice

*Tiered interventions are a set of interventions strategically designed to address the range of student needs within a school. For example, a school may implement a “Tier I” intervention that includes a reading program to increase literacy skills for all students in a school; a “Tier II” intervention that includes periodic screening of students identified as struggling in the “Tier I” interventions and a more customized implementation of the “Tier I” intervention; and a “Tier III” intervention that includes a thorough diagnostic assessment of students identified as struggling with a more customized implementation of the “Tier I” intervention and one on one support for these students. The number of tiers is not pre-determined and should be based on the needs of the students in the school.

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