

# **FOCUS SCHOOL**

## **GUIDANCE**



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## Focus School Definition

The South Dakota Department of Education (SD DOE), as part of its ESEA Flexibility Waiver, identifies Focus Schools by their Gap Group performance, rather than the total SPI score. A school is identified as a Focus School if it meets one of the following criteria:

- ❖ Title I schools that are contributing to the achievement gap in the state determined by the school's *Gap Group's performance on select indicators*:
  - Student achievement and attendance for elementary and middle school
  - Student achievement and graduation rate for high school
- ❖ Title I schools with any subgroup whose combined reading and math proficiency rate is 75% lower than the Gap Group at the same school (Safeguard).

The total number of Focus Schools must equal at least 10 percent of the Title I schools in South Dakota. Only Title I schools are identified as Focus Schools.

At the **elementary and middle school levels**, SD DOE will rank order all **Title I schools** based on three factors:

- 1) Percentage of students in their Gap Group scoring at the Proficient or Advanced levels in math;
- 2) Percentage of students in their Gap Group scoring at the Proficient or Advanced levels in reading;
- 3) Attendance rate percentage of their Gap Group.

Each will be factored and ranked separately, and then summed together for a final rank for each school. The schools whose **final rank is among the lowest 10 percent of Title I elementary and middle schools** across the state will be identified as Focus Schools. Any school that is already a Priority School would not be included on this list; nor would any school that has less than 10 students in its Gap Group.

At the **high school level**, SD DOE will rank order all **Title I schools** based on three factors:

- 1) Percentage of students in their Gap Group scoring at the Proficient or Advanced levels in math;
- 2) Percentage of students in their Gap Group scoring at the Proficient or Advanced levels in reading;
- 3) Graduation rate percentage, using the **Title I four-year cohort calculation**, of their Gap Group.

South Dakota uses the processes and data described above to determine Focus Schools, using the following calculation:

- STEP 1: Determine Gap Group's % of students Proficient/Advanced in Math and Reading for all Title I schools
- STEP 2: Remove all schools with N size less than 10 in the Math or Reading Gap Groups

- STEP 3: Rank Gap Group's % Proficient/Advanced in Math from lowest to highest
- STEP 4: Rank Gap Group's % Proficient/Advanced in Reading from lowest to highest
- STEP 5: Rank Gap Group's Attendance rate % (elementary/middle school) or Graduation rate % (high school) from lowest to highest
- STEP 6: Sum the Gap Group's Math, Reading and Attendance (elementary/middle school) or Graduation (high school) ranks for a final Gap score rank
- STEP 7: Rank total Gap scores from lowest to highest
- STEP 9: Remove schools that have already been determined to be Priority Schools
- STEP 10: The schools **whose final rank is among the lowest 10 percent of Title I schools** across the state will be identified as Focus Schools. Any school that is already a Priority School would not be included on this list; nor would any school that has less than 10 tested students in its Gap Group. (Calculation is done separately for elementary/middle schools and for high schools.)

Focus School designation is determined on an annual basis. Focus Schools will complete a planning year the year they are identified, followed by an implementation year. Designations are assigned as part of the state Report Card process.. Adjustments to all associated deadlines may be necessary depending on availability of assessment results.

For the schools that remain Focus Schools from year to year, interventions will be repeated and may need to be more focused. **After three years as a Focus School**, if a school does not exit this designation, the school will be **moved into Priority School status**. For schools that show significant progress, but remain a Focus School, SD DOE may waive the requirement for a school to enter Priority status and allow a school to remain a Focus School at the school's request. SD DOE will share this information with schools as these situations occur, and determinations will be made on a case-by-case basis.

### ***What is the Gap Group?***

The Gap Group is an aggregate count of student groups in South Dakota that have historically experienced achievement gaps. SD DOE considers three years of student achievement data (performance on the statewide assessment in reading and math) to determine which subgroups will make up the Gap Group. South Dakota currently includes the following student groups in its Gap Group: Black, Native American, Hispanic, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient. Every six years (or when AMOs are reset), SD DOE will look at the most recent three years of state assessment data to determine which subgroups have been underperforming and will redefine the Gap Group based on these results.

To calculate the Gap Group, unduplicated counts of students who score Proficient or higher on the statewide assessment and are in the identified student groups are summed. This yields a single number of Proficient or higher students in which:

- No student is counted more than one time.
- All students in included groups are counted once.

Example: Unduplicated Count

- Addy - Special Education and Economically Disadvantaged subgroups. -- Scored Proficient.
- Marcus - Limited English Proficient and Economically Disadvantaged subgroups. – Scored Basic.
- Cheyenne - Native American. -- Scored Advanced.

Based on the above, an unduplicated count would show three total students with two of the students, Addy and Cheyenne, or 66.66 percent, counting as proficient or higher in the Gap group.

***Safeguard: Subgroups with Proficiency 75% Lower than the Gap Group***

As a safeguard to ensure that no single subgroup within the larger Gap Group is ignored, any school with a subgroup whose combined reading and math proficiency rate is 75% lower than the Gap Group combined reading and math proficiency rate at the same school for *the past two consecutive years* will be placed in the Focus School category. SD DOE has chosen 75% as a starting point, in order to assure that our capacity to serve Focus Schools is satisfactory. This classification will go into effect when the data is run for the 2012-2013 school year. Table 1 illustrates how this will be calculated.

**Table 1. Example of Determining Subgroups with Proficiency Lower than Gap Group**

Step 1: Calculate the Gap Group combined proficiency rate

	Math Proficiency	Reading Proficiency	Combined Total
<b>Gap Group</b>	30%	40%	70%

Step 2: Calculate the combined proficiency rate that is 75% lower than this (multiply the combined total by .25)

$$70 \times .25 = 17.5\%$$

Step 3: Any ESEA subgroup whose combined proficiency rate is lower than the number calculated in Step 2 is flagged.

	Math Proficiency Rate	Reading Proficiency	Combined Total	Is group Flagged?
<b>Black</b>	30%	40%	70%	No
<b>Hispanic</b>	35%	60%	95%	No
<b>LEP students</b>	8%	4%	12%	Yes
<b>SPED students</b>	20%	30%	50%	No

Step 4: If this group performs 75% lower than the Gap Group for two consecutive years, the school will become a Focus School.

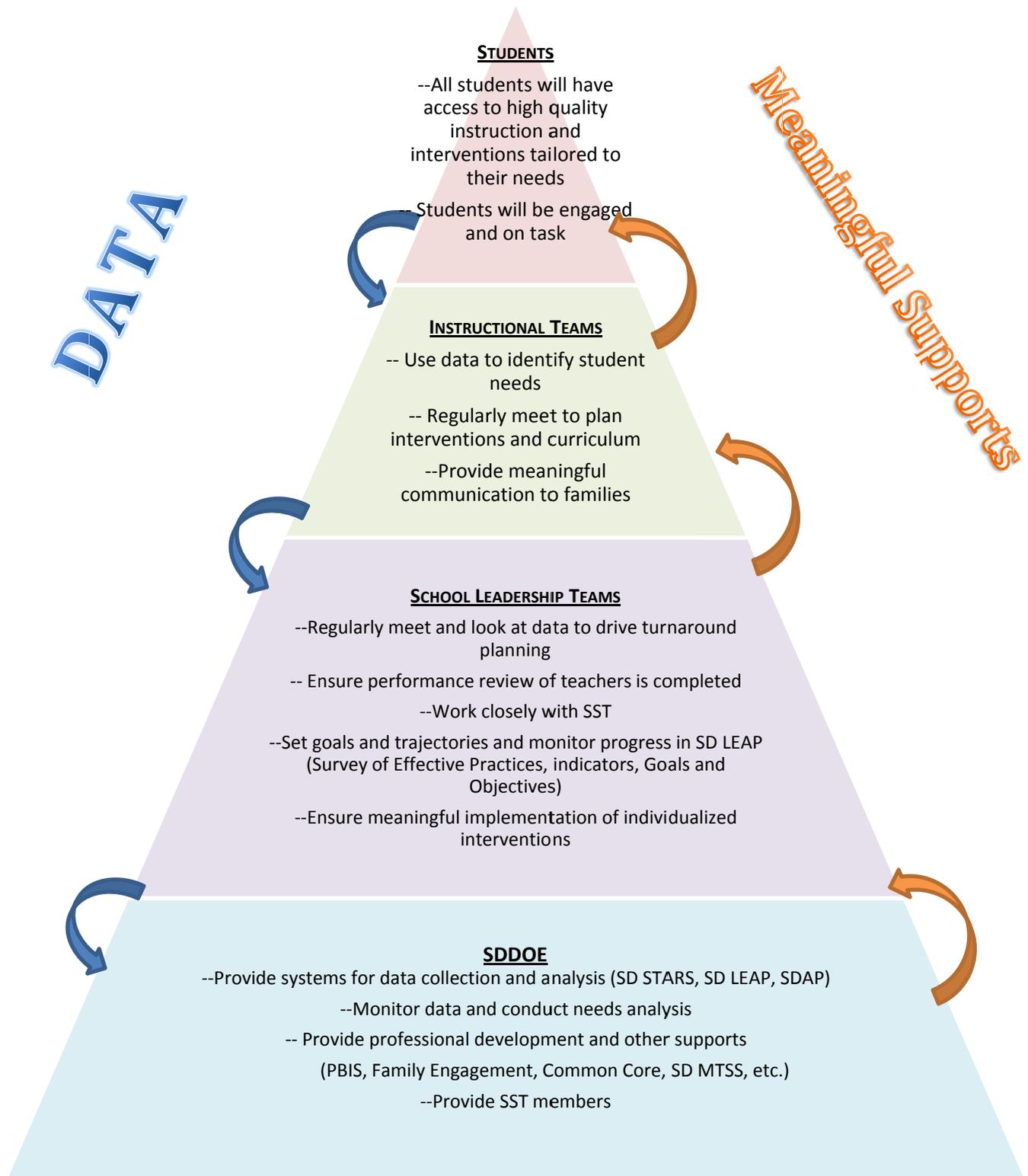
## Focus School Requirements and Interventions

Once identified, Focus Schools will be required to implement a series of interventions to address the needs of underperforming subgroups. SD DOE will host a series of regional workshops to help guide Focus Schools through the implementation process. The requirements and interventions for Focus Schools are as follows:

**Table 2. Overview of Focus School Requirements and Interventions**

<b>Requirement/Interventions</b>	<b>Description</b>
<b>Title I School Set Aside</b>	Focus Schools must set aside 10% of their school level Title I allocation to support professional development and/or meaningful classroom interventions during the implementation year(s)
<b>School Leadership Teams</b>	Form a School Leadership Team, including principal, to drive the continuous improvement process and create, implement and monitor the school turnaround plan
<b>Use of data</b>	Engage in data-driven decision making, starting with a two-day Data Retreat and continuing throughout the year via School Leadership Team meetings
<b>SD LEAP Planning Tool</b>	Use South Dakota Leading Effectively Achieving Progress (SD LEAP) online planning tool to assess, plan, implement, and monitor School Indicators of Effective Practice
<b>Targeted Interventions and Supports</b>	Implement targeted interventions and supports that align with the needs of students. As schools review data throughout the year, they are expected to identify gaps in their current performance and to develop plans to address these gaps based on the specific area of need, such as reading or math.
<b>Targeted Professional Development</b>	Implement targeted professional development (PD) that addresses PD needs of teachers identified by review of student achievement data. The School Leadership Team should plan targeted professional development based on the needs of students in the Gap Group. The School Leadership Team should be able to provide a justification for professional development that is based on data about students in the Gap Group and how the professional development will help educators better serve these students' needs.

## Overview of the Focus School Support System



## Funding

Title I funding will be used to implement meaningful interventions at schools, both in terms of helping individualize instruction for students and for professional development activities designed to help educators better meet the needs of their students. Focus Schools **must set aside 10% of their school-level** Title I allocations to implement targeted interventions or professional development as approved by SD DOE. The set-aside must be documented in the Consolidated Application for the implementation year(s). The school does not have to set-aside funds for the initial planning year.

Based on available funding, the SD DOE may provide School Support Team (SST) Members to help guide school teams through the improvement process and funds to support interventions or targeted professional development.

## School Level Leadership Teams

SD DOE recognizes that local leadership plays an integral role in fostering effective change within their educational community. SD DOE believes that school turnaround is best accomplished when directed by the people closest to the students. While the state provides a framework for the process, each school team applies its own ingenuity to achieve the results it desires for its students.

### *School Leadership Team*

To start the focused improvement process, immediately after being identified as a Focus School, the school needs to identify a School Leadership Team generally consisting of three to six members.

This team **must** consist of the following members:

- Principal from Focus School
- Teachers who lead instructional teams
- School Support Team member

The other team members **may** consist of the following:

- Title I Director
- Curriculum Director
- Assessment Director
- Special Education Staff
- Teachers
- Parents
- Federal Programs Director
- Business Manager
- Superintendent
- 21<sup>st</sup> Century Community Learning Staff
- Any outside coaches the school is working with to facilitate school turnaround

Effective teams will lead their schools in continuous improvement, offer strong leadership, help ensure that instruction is of the highest quality, and help set goals and trajectories to support student success.

At a minimum:

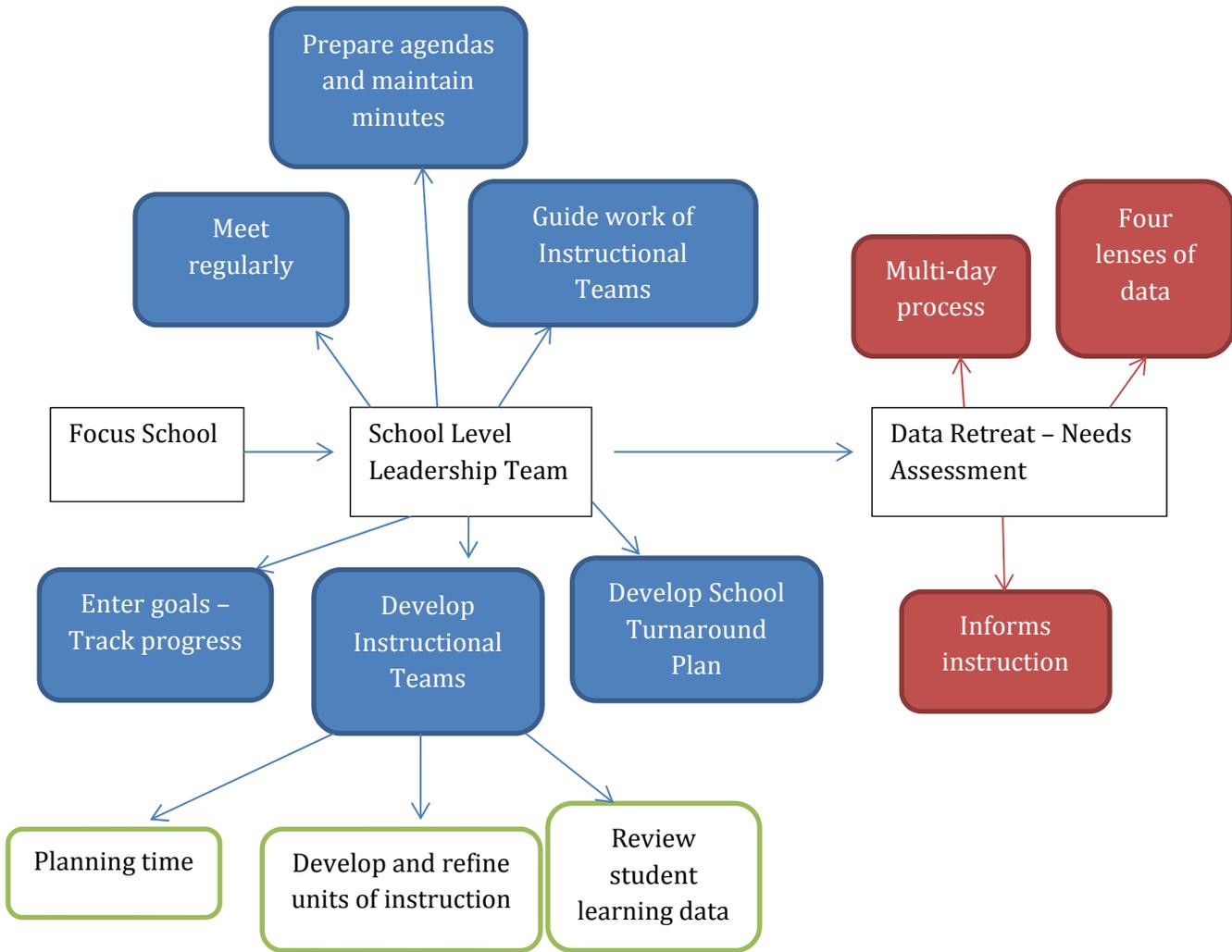
- **Meetings of the School Leadership Team** need to occur at a minimum of once a month (suggested for two to four hours a month).
- This team structure should be officially incorporated into **the school turnaround plan and the school governance policy**.
- The team needs to **prepare agendas and maintain minutes** for each meeting (within SD LEAP).
- The **principal** will play a key role on these teams and must help to ensure that the focus remains on instructional improvement and student learning outcomes.

### ***School Leadership Team Responsibilities***

The School Leadership Team needs to regularly look at school performance data and aggregated classroom observation data and should use this data to make decisions about school turnaround and professional development needs.

The School Leadership Team should help guide the work that school-level Instructional Teams (organized by grade-level, grade-level cluster, or subject area) do to develop and refine units of instruction and to review student learning data. If not already developed, the School Leadership Team needs to ensure that Instructional Teams are developed and that these Instructional Teams meet for blocks of time (suggested four to six hours a month; whole days before and after the school year) sufficient to complete their planning work.

The School Leadership Team will be responsible for developing a school's turnaround plan, entering goals, and tracking progress on a regular basis within the SD LEAP system. The following illustration describes the School Leadership Team's responsibilities in the turnaround process.



## **Data-Driven Decision Making**

Data should be used continually to inform progress and set goals and trajectories within each school. The use of data comes in two pieces: The data retreat and the ongoing use of data to inform decision making (including the provision of targeted professional development).

### ***Data Retreat***

Following identification as a Focus School, each school will create a School Leadership Team if one is not already in place. This team will coordinate with an SD DOE-approved Data Retreat Facilitator. This team will conduct a comprehensive data retreat that is aligned to the four lenses of data in the South Dakota Data Retreat model. This needs analysis must encompass the four lenses of data: student achievement, professional practices, programs and structures, and family and community. At the end of this retreat, goals and objectives will be set using the resulting data and submitted via the SD LEAP system using the Goals and Objectives Form.

A typical data retreat takes about two days to complete. It is **imperative** that the data retreat take place prior to the start of the next school year, preferably in the spring to ensure each Focus School has the appropriate data to drive their decisions about targeted interventions and professional development. The latter part of the data retreat will include time for the School Leadership Team to enter information into SD LEAP in order to begin their continuous improvement process. The resultant goals and the first set of progress monitoring data should be entered into SD LEAP no later than October 15th. Ideally, all school staff should be involved in the data retreat process. At a minimum, the School Leadership Team must participate.

The South Dakota Data Retreat process was developed to give districts and schools a consistent and reliable method to understand how to use data to inform decision making at the classroom, school, and district level. The main component of the process is a comprehensive, two day data retreat. The fidelity of the process is ensured by the following:

- The Data Retreat Facilitator has received training and is on SD DOE's list of approved facilitators.
- The initial retreat is held prior to the submission of the Consolidated Application..
- Data are analyzed using the four lenses: 1) student data; 2) family and community; 3) programs and structures; and 4) professional practices.
- These four lenses inform a holistic analysis of school performance and culture.

By the end of the retreat, the School Leadership Team should have a solid understanding of the factors impacting student achievement and should have developed concrete steps that need to be taken to effectively address identified needs. At a minimum, the results of the retreat should be used to:

- write goals and objectives using data from all four lenses;
- update schoolwide plans with the current information;
- determine next steps for SD LEAP team;

- assist the team in assessing and planning for the indicators in SD LEAP;
- create professional development plans based on identified needs; and
- inform on-going analysis throughout the school year, using reliable indicators for student progress.

In instances where a school has a schoolwide plan that is separate from the school improvement accreditation plan, both plans should be updated with current data and goals. This data and planning should be used to inform the consolidated application process.

SD DOE anticipates offering regional data retreats sessions in the spring/summer of each school year, in order to ensure a consistent approach to the data retreat process. This would not prohibit Focus Schools from contracting with an approved Data Retreat Facilitator if they so choose. More information on the schedule for these regional data retreats will be posted to the SD DOE website and announced to Focus Schools via email.

### ***Ongoing Use of Data to Inform Decision Making***

School Leadership Teams should meet at least two to four hours per month to evaluate the progress they are making within their school. As each team meets, they should be looking at data that is used to support their school goals and at the information and data from daily activities within the school.

School Leadership Teams should be meeting with grade-level or content-area instructional teams to review data points and progress towards implementation. These meetings should be used to evaluate the efficacy of instructional strategies and to transform interventions to better meet student needs.

The specific data that needs to be examined will differ based on the goals and strategies identified at each school. Some examples of data to monitor may include, but not limited to:

- Student demographics, including information on gender, race/ethnicity, special education, migrant, English Language Learner, and other sub-group status
- State assessment results for students as a whole and by subgroup
- Attendance records
- Discipline referrals
- In-school and out-of-school suspensions
- Any information available on student grades
- Any information on performance of students who are below grade level in reading or mathematics
- Any formative assessment data available
- Teacher quality
- Teacher attendance
- Number of parent conferences
- Number of classroom observations and instructional walk-throughs

- Number of students transferring in and out of the school

### **South Dakota Leading Effectively Achieving Progress (SD LEAP)**

SD LEAP (Indistar®) is a web-based planning tool designed to guide schools and School Leadership Teams in planning and charting the improvement process. Within the SD LEAP system are indicators of evidence-based practices that have been demonstrated to improve student learning. To work effectively, the indicators must be discussed honestly and openly, in an effort to ensure that practices at the school contribute to student learning. There is no one right answer or one-size-fits-all approach to effecting meaningful change at the school. What is essential is that teams are having candid discussions about how to impart change, and that ambitious but achievable goals are set to help increase student performance.

Based on the way that the SD LEAP system operates, the School Leadership Team will first assess its current level of implementation related to the indicator to form a clear understanding of what is occurring in the school. Once that baseline is established, the team will create a description of how the indicator will look when fully implemented and then create a step-by-step plan to achieve the desired outcome.

A set of pre-defined School Turnaround Indicators of Effective Practice will be loaded into SD LEAP for schools to begin reviewing; the list of all indicators can be found in **Appendix A**. Key indicators have been identified to help guide Focus Schools through the improvement process, and track the minimal required elements. This information will be included on the regular reports sent to SD DOE via SD LEAP. A timeline of indicators to be assessed, planned, and monitored during Focus designation can be found in **Appendix B**.

The following pages explain the process of SD LEAP and include snapshots of the various steps within the system.

### **Logging In and the School Dashboard**

The School Leadership Team will log into SD LEAP through the website [www.indistar.org](http://www.indistar.org). SD DOE will provide each school team with a user name and password after being identified as a Focus School.

Once the team has logged into the system, the School Dashboard will appear. This is the control center for the SD LEAP system. The tabs on this page will bring users to the indicators by clicking on home. Separate sets of indicators are listed here. Focus Schools should select the School Turnaround Indicators as the indicators they will work on.

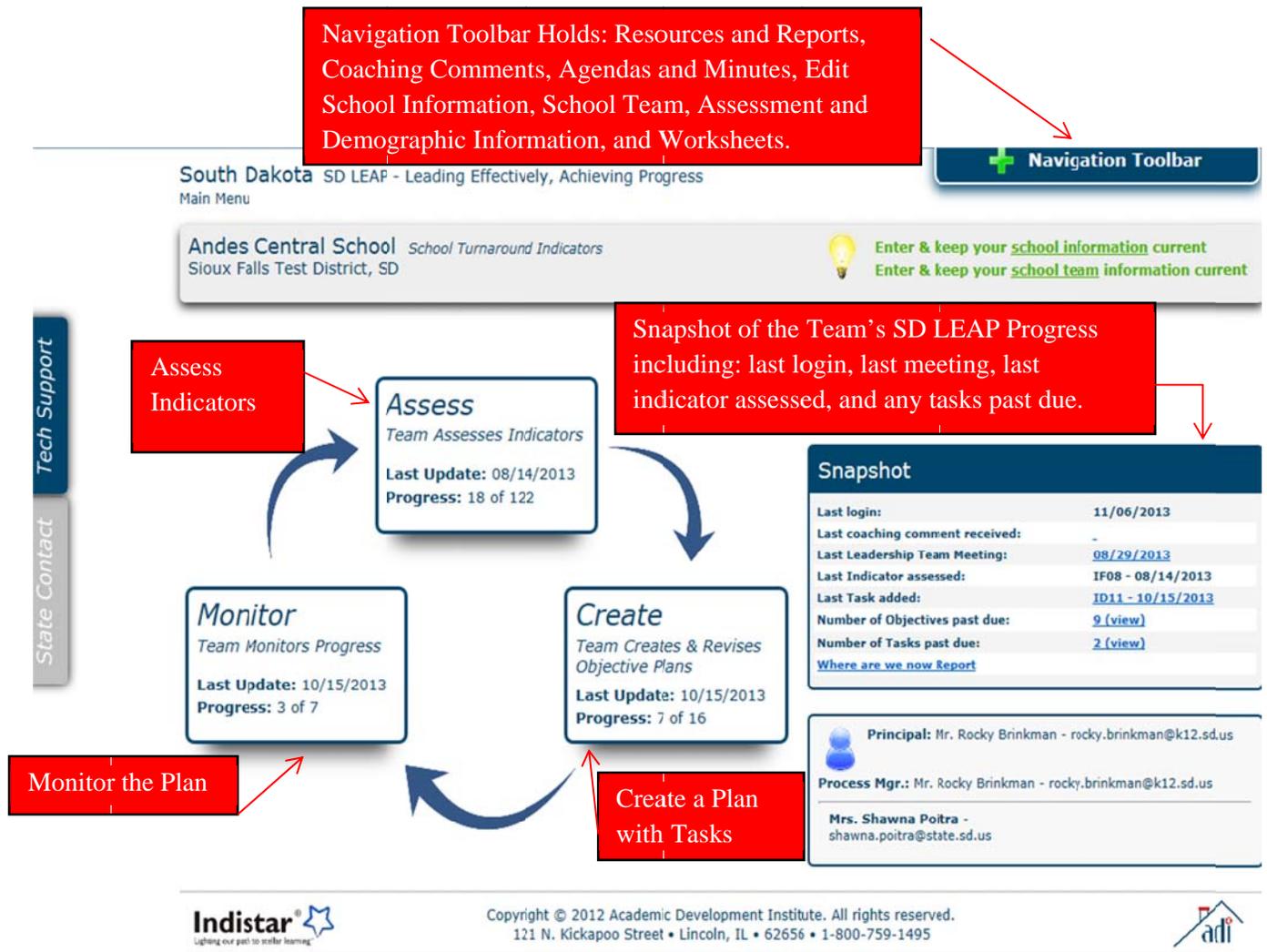
Forms due at each reporting date can be found under the Forms to Complete tab. When reports are ready to be submitted, the team will go to the tab labeled Required Report and hit the submit button. Additional resources can be found under the tab labeled Docs & Links.

The screenshot shows the SD LEAP School Dashboard interface. At the top is a banner for the South Dakota Department of Education with the text "SD LEAP Leading Effectively. Achieving Progress". Below the banner, the user's school information is displayed: "SD Test School" and "Sioux Falls Test District". A navigation bar contains four tabs: "Home", "Forms to Complete", "Required Reports", and "Docs & Links". Three blue arrows point from the banner area to these three tabs, labeled "Forms to Complete", "Submit Reports", and "Helpful Documents". Below the navigation bar is a "Messages" section with a table of "My Online Tool(s)". A blue arrow labeled "Select Indicators" points to the "School Turnaround Indicators" row in the table.

Messages	My Online Tool(s)	Description
	<a href="#">School Turnaround Indicators</a>	For those schools that are designated as a Priority or Focus School. Schools that choose to participate in the SD LEAP system will also use the School Turnaround indicators. <span>Review Progress</span>
	<a href="#">Transformation Implementation Indicators</a>	For those schools implementing the Transformation or Turnaround Model for SIG. <span>Review Progress</span>

## Main Menu

Once the team selects the School Turnaround Indicators, the main menu will pop up. The main menu is where the work takes place. The snapshot below shows the features of the main menu. The descriptions below explain the various steps.



## Steps of SD LEAP

- Edit School Information**

SD DOE will register the school within SD LEAP. Schools will verify that all school information is accurate and update as needed by clicking on Edit School Information.

- **Form the School Leadership Team.**

Schools will identify School Leadership Team members and enter them into the system. It is important to keep the team members information up-to-date, as it will be used continuously throughout the process to identify parties responsible for specific tasks and to monitor attendance at meetings. The school team will designate a **Process Manager** to guide their work within the tool and complete tasks such as entering the data and creating agendas/minutes. The team will work together to examine the indicators; the Process Manager will be entering the information into the tool.

- **Assess School Turnaround Indicators (Assess)**

Schools will review the School Turnaround Indicators based on a schedule provided by SD DOE (See **Appendix B**). The team will assess their current level of implementation, based on a rating of *fully, limited, or no implementation*, and enter this information into the system.

To adequately assess an indicator, teams must provide a detailed description of their current level of implementation. This description should cover the 5 W's (who, what, when, where, why). A person not on your school team should have a good understanding of the indicator and how it is currently implemented in your school. See example below:

1. Select Indicators
2. List of Indicators to Assess
3. List of Indicators Assessed
4. Assess Indicator

[Wise Ways](#) Key Indicator

**ID04 All teams prepare agendas and maintain minutes for their meetings. (2617)**

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1. Choose your level of Development or Implementation for this Indicator.  
\* a plan exists for this Indicator, the level of Development or Implementation cannot be changed.

No development or Implementation
  Limited Development or Implementation
  Full Implementation \* required field

2. Priority Score: \* required field

3 - highest priority  
 2 - medium priority  
 1 - lowest priority

3. Opportunity Score: \* required field

3 - relatively easy to address  
 2 - accomplished within current policy and budget conditions  
 1 - requires changes in current policy and budget conditions

4. Please describe the current level of development or implementation. \* required field

Our Leadership team consists of administrators, instructional coaches, teachers, school-home liaison, and other school staff. The team meets once a month for 4 hours. Meetings are recorded on the Indistar system. The team follows the South Dakota LEAP-Priority School Timeline as their agenda for meetings. Our minutes are reflected in the current level of development.

Current level of description-  
 who is involved, what they are  
 doing, when they meet

- **Create School Turnaround Plan (Plan)**

Based on the team’s assessment of each indicator, schools will create plans that include concrete, achievable tasks for each indicator that had no or limited development. See example below:

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**Instructional teams will be organized by grade-level, grade-level cluster, or subject-area. (2619)**

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**ASSESS**

Level of Development or Implementation: **Limited Development**

Priority Score: **3**

Opportunity Score: **2**

**Current level description:** 6th, 7th, and 8th grade Language Arts content meetings are scheduled to occur daily. 6th and 7th grade Math content meetings are scheduled to occur daily. Exploratory, Lakota, Science, Social Studies and 8th grade math are currently not members of subject area teams. 7th and 8th grade team meetings occur at least monthly for 45 minutes. 6th grade has met sporadically.

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**CREATE A PLAN**

1. Assign a team member to manage and monitor your work toward this objective. **Anna Ladeaux**

2. Describe how it will look when this objective is being fully met in your School. Also describe the information you will need to provide evidence that this objective is fully met.

-6th, 7th, and 8th grade-level teams meetings will occur at least monthly and will include a sign-in sheet turned in to Sandra Assman (if held outside of school hours), and Cheryl and Anna. An agenda, and minutes will be emailed to both Cheryl and Anna.  
-Grade-level content meetings will occur as scheduled and will include an agenda and minutes which will be emailed to both Cheryl and Anna. -School-wide content meetings will occur at least once per month.

3. Establish a date by which your description above will be a reality. **1/31/2013**

4. Edit information in items 1 - 3 above.

5. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

**5 a.** Create one task in the series for this objective.

Communicate times and dates of meetings through all-staff email.

**5 b.** Assign a person to be responsible for this task.  or Enter -->

**5 c.** Establish a date this task will be completed.

**5 d.** Record notes from your discussion that will be helpful to the person responsible for this task.

These expectations will need to be clearly communicated to all staff.

- **Self-Monitor the School Turnaround Plan (Monitor)**

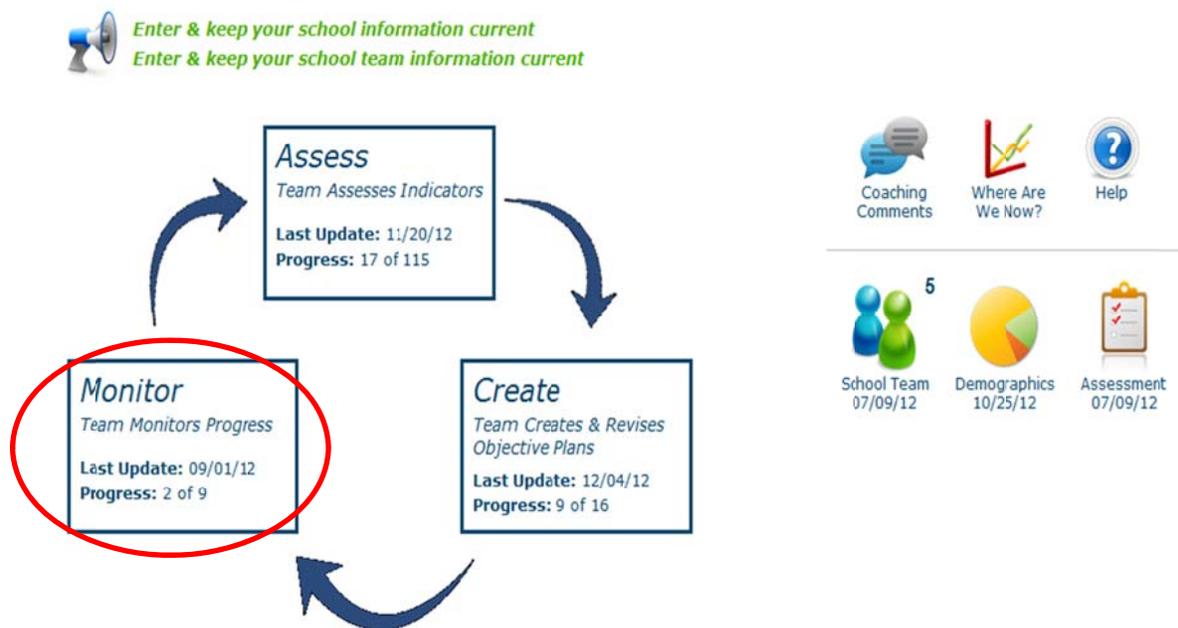
The School Leadership Team will self-monitor their progress toward completing tasks and achieving full implementation of indicators. The continuous improvement process within SD LEAP enables teams to review and revise their work as necessary throughout the year.

As schools are using SD LEAP to monitor their progress and are regularly looking at data, they should be asking themselves the following questions:

- **Where are we now?** What caused the school to be a Focus School?
- **Where do we want to be?** What will it look like as we close the gap(s)? If operating a schoolwide program, how do the indicators relate to the schoolwide plan?
- **How will we get there?** What strategies are we using to drive rapid improvement?
- **How will we know we are on the right track?** What data do we need to be looking at regularly?
- **How will we sustain focus and momentum?** How do we use data to modify our strategies?

The following steps will assist school teams as they monitor their plans.

1. School teams will review tasks and revise when necessary as new data is being generated throughout the year. Teams will click on the Monitor box, circled below to review/revise the tasks.



2. Once the team clicks on the Monitor box, the indicator (now called an objective), the assessment information, planning information, and tasks will appear. Clicking on the task, circled below, will display the task to review and revise.

Objective **ID06** *Wise Ways* 8

**Objective: The principal or designated staff member will maintain a file of the agendas, work products, and minutes of all teams. (2618)**

**Assess - INFORMATION**

Level of Development or Implementation: **Limited Development**

Priority Score: **3**

Opportunity Score: **3**

**Current level description:** *Agendas are filed on the computer by someone at the meeting, but it is not always the same person each time. The principal is not always at each meeting, and we do not have a designated person to conduct this role.*

**Plan - INFORMATION**

**Describe how it will look when this objective is being fully met in your School:**

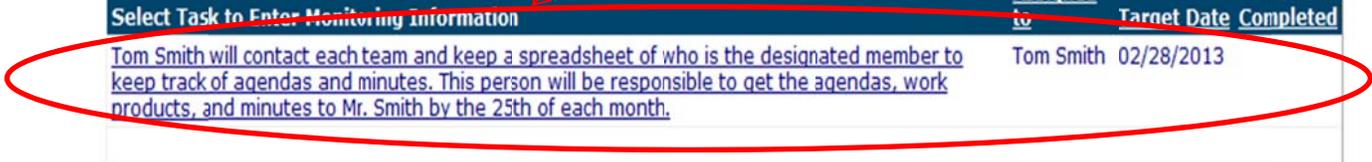
*Each team will designate a member to draft agendas and minutes and maintain them in a specified location. Each team should designate a member and then let Mr. Smith know so he can keep a list. The designated member will email the agendas, work products, and minutes to Mr. Smith by the 25th of each month. Mr. Smith will be able to display any teams agendas, work products, and minutes at any time if this is fully implemented.*

Assigned to: **Tom Smith** Objective Target Date: **03/30/2013**

**MONITOR PLAN**

Select Task to Enter Monitoring Information	Assigned to	Target Date	Completed
<a href="#">Tom Smith will contact each team and keep a spreadsheet of who is the designated member to keep track of agendas and minutes. This person will be responsible to get the agendas, work products, and minutes to Mr. Smith by the 25th of each month.</a>	Tom Smith	02/28/2013	

Assessment information, planning information, and tasks are located on this page.



3. Once the task is displayed, the team will discuss whether each task has been completed. If completed, enter the completion date as well as any comments. At this time, the team can choose to save and update or delete the task.

Objective **ID06** *Wise Ways* 8

**Objective: The principal or designated staff member will maintain a file of the agendas, work products, and minutes of all teams. (2618)**

**Assess - INFORMATION**

Level of Development or Implementation: **Limited Development**

Priority Score: **3**

Opportunity Score: **3**

**Current level description:** Agendas are filed on the computer by someone at the meeting, but it is not always the same person each time. The principal is not always at each meeting, and we do not have a designated person to conduct this role.

**Plan - INFORMATION**

**Describe how it will look when this objective is being fully met in your School:**

Each team will designate a member to draft agendas and minutes and maintain them in a specified location. Each team should designate a member and then let Mr. Smith know so he can keep a list. The designated member will email the agendas, work products, and minutes to Mr. Smith by the 25th of each month. Mr. Smith will be able to display any teams agendas, work products, and minutes at any time if this is fully implemented.

Assigned to: **Tom Smith** Objective Target Date: **03/30/2013**

**MONITOR PLAN**

**Update or Complete Task Status**

1. Update task comments as necessary.
2. Enter "Completed date" (mm/dd/yyyy) when task has been completed.
3. Click "Save/Update" to save changes.

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

Task: 1 Tom Smith will contact each team and keep a spreadsheet of who is the designated member to keep track of agendas and minutes. This person will be responsible to get the agendas, work products, and minutes to Mr. Smith by the 25th of each month.

Comments: It was discussed that we need to contact all teams- ELL, RTI, Turnaround, and PAC.

Completed date.  [Clear Completed Date](#) [Save / Update](#) [Cancel](#) [Delete this task](#)

Teams will update tasks here. If task is complete, the team may enter comments, completion date, and click save/update. If the task is no longer needed, they may delete the task.

4. As part of the monitoring process, school teams should review the comments created by their School Support Team member (assigned by SD DOE to assist the school in this process) to monitor the indicators. To review a comment and respond, click on the appropriate comment.

**Coaching Comments (8)**

Sender	Added	Added By	Reference	Indicator	Comments & Reviews
Coach (DL)	02/27/13	Ruth Fodness	Information	<u>RTI 1.01</u>	<i>You are probably ready to develop tasks for this Indicator. It will be important to address the following components: Reliable &amp; Valid Benchmark Screener administered 3x's a year; After a review of data students will be placed in intervention groups based on needs; Students will be provided direct, explicit instruction in areas of need; Strategic students will be progress monitored every other week &amp; Intensive students will be progress monitored on a weekly basis; Instructional teams will meet regularly to review student data &amp; make decisions about groups and interventions.</i>
Coach (CS)	01/28/13	Terri Cordrey			<i>Thanks for getting the goals and objectives written. The school survey of effective practices needs to be completed by the principal. Thanks, Terri</i>
Coach (CS)	12/26/12	Terri Cordrey			<i>The principal survey has not been completed. Don't forget it is due December 31st.</i>
Coach (CS)	12/26/12	Terri Cordrey			<i>Westside Elementary will be writing goals and objectives on January 2nd with Kim Hill.</i>

Indicator coach is referring to.

Click on the coaching comment to open up page to respond.

- **Agendas and Meeting Minutes (Plan Your Meeting)**

Agendas and meeting minutes are an important step in the School Leadership Team’s work. The team will post their meeting agenda and meeting minutes on a monthly basis within SD LEAP. The system will maintain all agendas and minutes entered and keep a record of them. This is valuable so as new members enter the team, they are able to look at the history of the meetings and review decisions made by the School Leadership Team.

Below is a snapshot of the agendas and meeting minutes in SD LEAP.

**BLT 1** Library 4/1/2013

Meeting Agenda-use tabs at top of page to navigate to documents for meetings and minutes.

1. Enter or Edit Meeting Agenda    2. Print Documents for Meeting    3. Enter Meeting Minutes

VIDEO

**Meeting Date:** 4/1/2013    **Time:** 3:00

**Meeting Title:** BLT 1

**Location:** Library

1. Save / Update Meeting Date, Time, and Location

2. Add Indicators to Assess or Plan to your Meeting

**Assess Indicators**

IG01	Parents receive regular communication (absent jargon) about learning standards, their children’s progress, and the parents’ role in their children’s school success.(76)	<a href="#">remove</a>
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	<a href="#">remove</a>
IID07	The Leadership Team monitors school-level student learning data.(105)	<a href="#">remove</a>
IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to identify students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (2623)	<a href="#">remove</a>

**Create Improvement Plan**

**Other Business:**

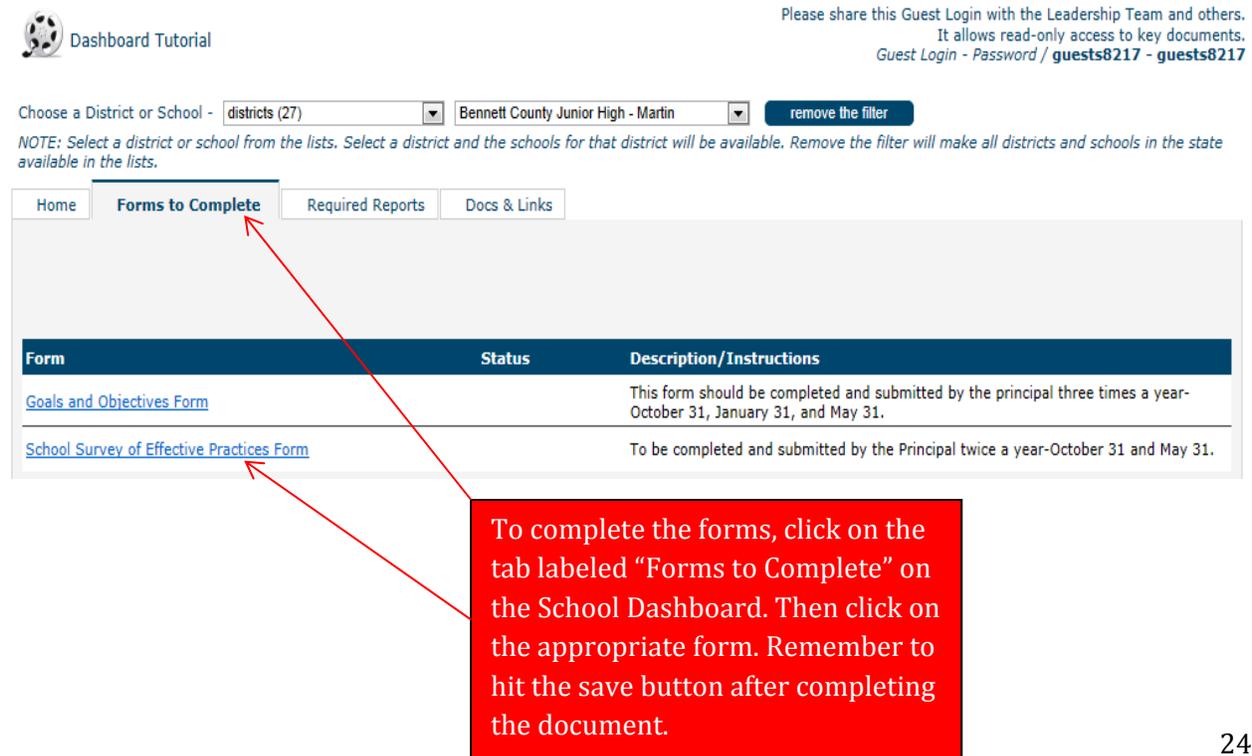
Assess 4 indicators  
Review budget for 1003a funds- compare to SIG funds  
Discuss upcoming Dakota STEP assessment

3. Save Other Business for this Meeting

## Monitoring Requirements

The School Leadership Team will be responsible for developing a school's turnaround plan, entering goals, and tracking progress on a regular basis within the SD LEAP system. Reporting within the SD LEAP system will be due on: October 15th; January 15th; and May 15th. Monitoring documents will be found in the SD LEAP system. SD DOE along with School Support Team Members will monitor the progress of the indicators through the documents and provide necessary feedback and technical assistance. SD DOE's Statewide System of Recognition, Accountability and Support (SSRAS) team will meet to review this data within two weeks of each submission date. Within one month of the submission, Focus Schools will receive a feedback report from SD DOE. Monitoring documents included within SD LEAP are:

- **School Turnaround Plan**  
This document is submitted to the state three times a year and is generated as the teams add information to the system. The plan includes the indicators assessed, planned, and monitored by the School Leadership Team and is regularly being reviewed and updated.
- **Goals and Objectives Form**  
This document will be submitted three times a year and will list the reading, math, and other goals (if necessary) and the benchmarks to meet those goals. Names of assessments (district and school level), along with dates and results, will be recorded. **See Appendix C.**
- **School Survey of Effective Practices**  
This document will be submitted twice a year and will evaluate practices within the school that align to the Turnaround Principles. **See Appendix D.**



Dashboard Tutorial

Please share this Guest Login with the Leadership Team and others.  
It allows read-only access to key documents.  
Guest Login - Password / [guests8217](#) - [guests8217](#)

Choose a District or School -

NOTE: Select a district or school from the lists. Select a district and the schools for that district will be available. Remove the filter will make all districts and schools in the state available in the lists.

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

Form	Status	Description/Instructions
<a href="#">Goals and Objectives Form</a>		This form should be completed and submitted by the principal three times a year- October 31, January 31, and May 31.
<a href="#">School Survey of Effective Practices Form</a>		To be completed and submitted by the Principal twice a year-October 31 and May 31.

To complete the forms, click on the tab labeled "Forms to Complete" on the School Dashboard. Then click on the appropriate form. Remember to hit the save button after completing the document.

Once the form is completed and saved, click on the tab labeled "Required Reports" on the School Dashboard. Find the appropriate report and click submit.

Dashboard Tutorial

Please share this Guest Login with the Leadership Team and others. It allows read-only access to key documents. Guest Login - Password / **guestS6205 - guestS6205**

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

To submit, click the submit button for each form or report that is due. Click the date of the Submitted and Previous to view these reports.

Report Name	Submit By	Submit	Submitted	Previous
School Turnaround Plan - 01/31/13	January 31, 2013	submit		
School Turnaround Plan - 05/31/13	May 31, 2013	submit		
SIG Implementation-YR1 Assess 30 + indicators	January 31, 2013	submit		
SIG Implementation-YR2 Assess All/Plan 5	May 31, 2013	submit		
Leading Indicators Annual Report	January 31, 2013	submit		<a href="#">10/04/11</a>
Lagging Indicators Annual Report	January 31, 2013	submit		<a href="#">05/30/12</a>
Goals and Objectives Report	December 31, 2012	submit		
School Survey of Effective Practices Report-12/31/12	December 31, 2012	submit		
School Survey of Effective Practices Report-05/31/13	May 31, 2013	submit		

Annual monitoring should provide sufficient evidence that needed interventions are being faithfully implemented. SD LEAP is used as the primary tool for reporting this information. School Support Team members will work with SD DOE to review evidence submitted through SD LEAP to ensure that progress towards school turnaround is being made. Evidence examined includes School Leadership Team meeting agendas and minutes and the School Turnaround Plan, as well as all other forms and data entered into SD LEAP.

## SD LEAP Key Indicators and Addressing the Achievement Gap for Focus Schools

SD DOE has identified key indicators within the SD LEAP system that will assist educators in examining their current practices and student achievement data, in order to develop specific plans to address student learning needs. The key indicators that Focus Schools are asked to address target areas of leadership, curriculum, and instruction in order to lay a strong foundation for effectively utilizing the SD LEAP system to guide school turnaround efforts, especially as they relate to the specific Gap Group achievement issues that exist at each Focus School.

Table 3 outlines the 16 key indicators and a short description of how schools will use these indicators to address achievement gaps specifically. See **Appendix A** for a full list of School Turnaround Indicators and **Appendix B** for the Focus School Timeline.

**Table 3. How the SD LEAP Key Indicators Assist Focus Schools in Targeting Achievement Gaps**

SD LEAP Key Indicators (by category)	Description of how indicator helps address achievement gap
Parents receive regular communication (absent jargon) about learning standards, their children’s progress, and the parents’ role in their children’s school success. (76)	These indicators will ensure that parents understand not only their own child’s progress in relation to learning standards, but also how the school as a whole is performing related to achievement gaps. Secondly, this indicator will ensure opportunities for parent involvement.
Teachers are familiar with the curriculum of the home (what parents can do at home to support their children’s learning) and discuss it with them. (1560)	
Professional development programs for teachers include assistance in working effectively with families and community. (3075)	
All teams prepare agendas and maintain minutes for their meetings. (2617)	These indicators establish a School Leadership Team that regularly meets, includes administrators and teachers, and maintains clear records of these meetings. This structure will allow Focus Schools to track their decisions and actions and to ensure more buy-in by involving all staff, not just administrators.
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). (42)	
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. (45)	This indicator will ensure that Focus Schools regularly look at school performance data and aggregated classroom data to inform decisions regarding school improvement planning and professional development.
Instructional teams are organized by grade-level, grade-level cluster, or subject-area. (2619)	These two indicators will ensure that the same type of leadership and decision making that is happening at the school level is also happening at the instructional level by grade-level or content area. Time for instructional planning will be a part of the school day, and meetings will be focused on refining practice based on student learning data.
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. (48)	

SD LEAP Key Indicators (by category)	Description of how indicator helps address achievement gap
The principal participates actively with the school's teams. (56)	This indicator ensures that principals are integrally involved as instructional leaders in their schools. The School Leadership Team will develop plans for ensuring the principal is visiting classrooms and attending instructional team meetings.
Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)	This indicator will ensure a clear focus on effective teaching practices and on planning professional development based on review of classroom data and teacher observations. The focus of this indicator is on providing targeted professional development, not on formal evaluation of teachers, to improve practice in the areas of greatest need.
Units of instruction include standards-based objectives and criteria for mastery. (89)	This indicator will ensure that teachers plan units of instruction that include standards-based objectives and criteria for mastery. Schools can include work that is being done to address the Common Core State Standards into their plans for this indicator.
Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)	This indicator will ensure that all teachers have a pre- and post-test system in place for all students, in order to track mastery and to make adjustments to instruction as needed.
The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)	These three indicators will ensure that regular assessment of student progress toward standards-based objectives is taking place and that the School Leadership Team and Instructional Teams are reviewing the results and using those results to drive instructional planning, including providing specific interventions for a specific student or a group of students based on data.
The Leadership Team monitors school-level student learning data. (105)	
Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to identify students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (2623)	
All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)	This indicator ensures that <i>all</i> teachers in a school differentiate instruction based on pre-test data or other student performance data. The School Leadership Team will document how this is happening or what plans are being made to ensure that it begins to happen.

## State-Sponsored Professional Development

SD DOE, along with its School Support Team members, will monitor school-level data and progress to make decisions about the types of professional development opportunities to offer on a regional and/or statewide basis. As schools identify needs throughout the year, additional trainings may be offered and scheduled. As with the statewide Common Core professional development opportunities of the past few years, SD DOE wants to provide meaningful support to schools as they work to close achievement gaps and increase student achievement across the state. As opportunities arise, SD DOE will communicate these directly to Focus Schools.

## State-Approved School Turnaround Teams

SD DOE will utilize the expertise of qualified professionals to assist schools in their turnaround efforts.

- **School Support Team Members (SST)**

Based on available funding, an SST member will be assigned to Focus Schools. SSTs will support schools as they go through the data analysis process and plan for and implement interventions. SSTs will monitor progress through the SD LEAP system and provide technical assistance. SSTs are expected to interact with School Leadership Teams on a regular basis.

- **Data Retreat Facilitators**

SD DOE will provide Focus Schools with either 1) opportunities to attend regional data retreat summits or 2) a list of approved Data Retreat Facilitators. These facilitators have been trained to take schools through a comprehensive data analysis process that is inclusive of the four lenses of data in the South Dakota Data Retreat model.

## Targeted Interventions

As schools are going through the process of reviewing data, it is expected that they will find areas in which meaningful targeted interventions are needed to help drive school turnaround. While there are many options out there that schools can choose from, it is important that schools choose interventions that are research-based and that will help them to target interventions to those groups in their schools who need them the most. Schools should be looking at current programs and determining whether these are the correct programs to be implementing, whether programs could be implemented with greater fidelity, and what gaps exist that other interventions may help address.

At a minimum, schools should:

- **Be using an adaptive reading assessment program** that provides grade equivalency, Lexile scores, or some other meaningful measure of student progress and achievement.

- Provide some **opportunity for individualized math interventions** that help students to target missing skills based on current ability level. At the **fifth grade or higher levels**, this should specifically include an option for testing students for **algebra readiness**.
- Address issues related to **classroom management, attendance, or school climate** that could be contributing to student achievement issues.
- Provide **staff professional development** because of its critical role in helping foster school-wide change. SD DOE will be able to provide some assistance in identifying appropriate experts to help with some of these PD needs.

Focus Schools may need to address all or some of the following types of interventions:

### ***Reading Interventions***

Research shows that it is critical for students to be able to read at grade level early in their academic careers if they hope to succeed. As schools are looking at their data and deciding what interventions may help address areas where reading gaps exist, they should be using some sort of adaptive reading assessment program to help determine student growth on a regular basis. Where reading gaps exist, schools should monitor student progress a minimum of twice monthly.

### ***Mathematics Interventions***

Students who have developed strong math skills, in particular strong pre-Algebra skills by the end of the eighth grade, are more likely to succeed in high school and college. To that end, schools should be working to ensure that students have strong foundational math skills. Individualized math interventions and regular math assessments should play an integral role in Focus Schools' improvement plans. Where math gaps exist, schools should monitor student progress a minimum of twice monthly.

### ***Behavior and Attendance Interventions***

Focus Schools may also identify attendance and classroom management as issues that are impacting student success. SD DOE programs such as Positive Behavioral Interventions and Support and Jobs for America's Graduates may be used to intervene in these situations. Schools are encouraged to contact SD DOE for technical support surrounding these issues.

### ***Other Interventions***

Some Focus Schools may find that faculty and other school leaders need additional professional development opportunities to help address needs within the school; these may include, but are not limited to:

- Training and work in co-teaching/inclusion
- Training and work in data-driven improvement
- Training in differentiated instructional strategies
- Training in formative assessment
- Training in quality teaching and instructional supervision

- Training in student engagement
- Student support services expansions
- Other reading and writing instructional strategies and programs
- Other mathematics instructional strategies
- Training and programs targeting meaningful improvement in school culture
- Common Core training
- Training in classroom management

## **Focus School Implementation Guide and Potential Interventions**

In order to support Focus Schools in finding and implementing meaningful interventions, SD DOE has provided a Focus School Implementation Guide (see **Appendix E**) which includes a small subset of the rigorous, research-based programs available and other interventions that are being used effectively around the state. This list should serve as a starting point to help schools think about possible mechanisms for improvement. Regardless of the intervention, schools must ensure that each intervention is implemented systematically and with fidelity.

The implementation guide lists some potential action items, tools, and questions that schools should be asking themselves as they begin the process of planning based on the outcomes of the data retreat. It will be important that as the planning process begins, schools are looking at each category (Reading Interventions, Math Interventions, etc.) and assessing where further action is needed. What is listed is a sampling of issues Focus and Priority Schools across South Dakota have already identified as needing work, as well as a sample of interventions that are being implemented. This is not a required tool to use, but School Leadership Teams may find that in addition to helping with the planning process, using it as a guide will help to prepare both for SD LEAP reporting and for the completion of the Survey of Effective Practices.

The list of possible tools and resources included in the Focus School Implementation Guide is by no means exhaustive and contains only a small subset of interventions available. For additional ideas, schools may want to consult the U.S. Department of Education-sponsored “What Works Clearinghouse” at <http://ies.ed.gov/ncee/wwc/>. This site details the research around many common interventions and serves as a good starting point for schools unsure of what interventions they may want to consider.

## **Exiting Focus School Status**

Schools designated as Focus Schools because the performance of their Gap Group falls in the bottom 10% of all Title I schools must meet the following conditions in order to exit Focus School status:

- The school is no longer designated as a Focus School based on current year calculations.
- The school’s Gap Group meets its AMO targets.
- The Focus School is faithfully implementing necessary interventions, as evidenced through monitoring.

Schools designated as Focus Schools because the performance of at least one subgroup was 75% lower than the performance of their Gap Group must meet the following conditions in order to exit Focus School status:

- The school is no longer designated as a Focus School based on current year calculations.
- The difference between the subgroup and Gap Group performance has been cut in half for two consecutive years.
- The Focus School is faithfully implementing necessary interventions, as evidenced through monitoring.

SD DOE will make these determinations and communicate to schools at the time annual report cards are released.

**Turnaround Principle 1**

Providing strong leadership by:

- (a) reviewing the performance of the current principal;
- (b) 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
- (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.

**School Leadership Teams**

ID01		A team structure is officially incorporated into the school turnaround plan and school governance policy. (2745)
ID02		All teams have written statements of purpose and protocols for their operation. (2616)
ID03		All teams operate with work plans for the year and specific work products to produce. (38)
ID04	<b>KEY</b>	All teams prepare agendas and maintain minutes for their meetings. (2617)
ID06		The principal or designated staff member maintains a file of the agendas, work products, and minutes of all teams. (2618)
ID07	<b>KEY</b>	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). (42)
ID08		The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
ID10	<b>KEY</b>	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. (45)
ID11	<b>KEY</b>	Instructional teams are organized by grade-level, grade-level cluster, or subject-area. (2619)
ID13	<b>KEY</b>	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. (48)
MTSS1.01		School and district leadership proactively support the essential components of the MTSS framework in the school and their decisions and actions work toward making the MTSS framework more effective. (1500)
MTSS1.02		The Leadership Team provides a system of support for teachers through coaching, resource materials, mentoring, peer observations, and problem-solving. (2753)

**The Role of the Principal**

IE05	<b>KEY</b>	The principal participates actively with the school's teams. (56)
IE06		The principal keeps a focus on instructional improvement and student learning outcomes. (57)
IE07		The principal monitors curriculum and classroom instruction regularly. (58)

IE08		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)
IE09		The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)
IE10		The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)
IE13		The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)

## Turnaround Principle 2

Ensuring that teachers are effective and able to improve instruction by:

- (a) 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;
- (b) preventing ineffective teachers from transferring to these schools; and
- (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

## Classroom Observations/Evaluation Systems

IF01		The principal compiles reports (intended for the Leadership team) from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (2622)
IF02		The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)
IF03		Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)
IF04		Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)
IF05		Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)
IF06		Teachers are required to make individual professional development plans based on classroom observations. (70)
IF07		Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)
IF08	<b>KEY</b>	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)
IF10		The principal plans opportunities for teachers to share their strengths with other teachers. (74)
MTSS1.03		All staff responsible for providing Tier I, II, and III interventions have been fully trained on the MTSS framework and on the evidence-based interventions used, and ongoing trainings is available as needed. (2755)
MTSS1.04		All staff members, including new staff members, are trained and included in the MTSS process. (2747)
MTSS1.05		School staff receive ongoing professional development on all assessments and assessment procedures. (2754)
MTSS1.06		Staff believe that the purpose of MTSS is to prevent students from having academic and/or behavioral problems. (1499)

<b>Turnaround Principle 3</b>		
Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.		
J07		The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)
J08		The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)
<b>Turnaround Principle 4</b>		
Strengthening 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.		
<b>Curriculum</b>		
IIA01		Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)
IIA02	<b>KEY</b>	Units of instruction include standards-based objectives and criteria for mastery. (89)
IIB01	<b>KEY</b>	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
IIC01		Units of instruction include specific learning activities aligned to objectives. (96)
IIC03		Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)
IIIA01		All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)
IIIA02		All teachers develop weekly lesson plans based on aligned units of instruction. (111)
MTSS3.01		All core curricula and materials are evidence-based for the target population of learners. (1478)
MTSS3.02		All teachers use student assessment data and knowledge of student readiness, learning preferences, language, and culture to offer students in the same class different teaching and learning strategies to address both academic and behavior needs of students. (2756)
MTSS3.03		Tier II prevention is closely aligned with the core curriculum and complements the core instruction in academic and behavioral programs. (2757)
<b>Instruction</b>		
IIB04		Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
IIB05		All teachers re-teach based on post-test results. (95)
IIIA07	<b>KEY</b>	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
IIIA08		All teachers review the previous lesson. (117)
IIIA09		All teachers clearly state the lesson's topic, theme, and objectives. (118)
IIIA10		All teachers stimulate interest in the topics. (119)
IIIA11		All teachers use modeling, demonstration, and graphics. (120)
IIIA13		All teachers explain directly and thoroughly. (122)
IIIA14		All teachers use eye contact to maintain classroom awareness. (123) (2624)

IIIA15		All teachers speak with expression and use a variety of vocal tones. (124)
IIIA16		All teachers use prompting/cueing. (125)
IIIA17		All teachers re-teach when necessary. (126)
IIIA18		All teachers review with class recitation. (2625)
IIIA19		All teachers review with questioning. (128)
IIIA20		All teachers summarize key concepts. (129)
IIIA21		All teachers re-teach following questioning. (130)
IIIA22		All teachers use open-ended questioning and encourage elaboration. (131)
IIIA25		All teachers encourage students to paraphrase, summarize, and relate. (134)
IIIA26		All teachers encourage students to check their own comprehension. (135)
IIIA27		All teachers provide positive feedback to students. (2626)
IIIA28		All teachers travel to all areas in which students are working. (137)
IIIA31		All teachers interact instructionally with students (explaining, checking, giving feedback). (140)
IIIA32		All teachers interact managerially with students (reinforcing rules, procedures). (141)
IIIA35		Students are engaged and on task. (144)
IIIB02		All teachers regularly assign homework based on school plan/policy. (2628)
IIIB03		All teachers check, mark, and return homework. (152)
MTSS3.04		Tier II interventions involve teacher-led small group instruction where the group size is optimal for the age and needs of the students. (2758)
MTSS4.01		Tier II interventions are based on data from scientific, rigorous research designs that have demonstrated the efficacy of the intervention. (2759)
MTSS4.02		Tier II interventions are well defined in terms of procedure, person(s) responsible, frequency, duration, and measurable outcomes. (2760)
MTSS4.03		Tier II interventions are implemented using a standard protocol, with procedures to monitor implementation fidelity. (2761)
MTSS4.04		Tier II interventions are in addition to the Tier I intervention. (2762)
MTSS4.05		Tier III interventions are based on data from scientific, rigorous research designs that have demonstrated the efficacy of the intervention. (2763)
MTSS4.06		Tier III interventions are implemented using a standard protocol, with procedures to monitor implementation fidelity. (2764)
MTSS4.07		Tier III interventions are more intense than Tier II interventions and are continuously adjusted and individualized to address the needs of each student. (2765)
MTSS4.08		Tier III interventions are in addition to Tier I interventions. (2766)
<b>Assessment</b>		
IIB02		Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)
IIB03		Unit pre-test and post-test results are reviewed by the Instructional Team. (93)
IIIA05		All teachers maintain a record of each student's mastery of specific learning objectives. (114)
IIIA06		All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
IIIA40		All teachers assess student mastery in ways other than those provided by the computer program. (149)

MTSS2.01		Procedures are in place to ensure that the academic screening is conducted in a manner that ensures accuracy of the results and administered in a consistent manner in accordance with the developer guidelines. (1495)
MTSS2.02		Instruments used for the screening are valid, reliable, and accurately predict which students are at risk of poor learning outcomes or challenging behaviors (e.g. CBM, DIBELS, office discipline referrals). (1475)
MTSS2.03		All students are screened with an academic assessment tool three times during the school year based on cut points and procedures. (1476)
MTSS2.04		Procedures are in place to ensure that the academic screening produces accurate results and is administered in accordance with developer guidelines. (1477)
MTSS2.05		Diagnostic assessments are conducted for individual students as needed to adapt instruction and support interventions to student needs. (635)
MTSS2.06		Progress monitoring assessments are conducted bi-weekly for those receiving strategic academic instruction and weekly for those receiving intensive academic instruction. (2751)
<b>Turnaround Principle 5</b>		
Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.		
IID02	<b>KEY</b>	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)
IID03		Teachers receive timely reports of results from standardized and objectives-based tests. (101)
IID06		Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
IID07	<b>KEY</b>	The Leadership Team monitors school-level student learning data. (105)
IID08		Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
IID09		Instructional Teams use student learning data to plan instruction. (107)
IID10		Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)
IID11	<b>KEY</b>	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to identify students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109) (2623)
MTSS5.01		Criteria are established for all Tier III students and progress monitoring data is compared to the learning trajectory to determine the degree to which the student is making adequate progress. (2767)
MTSS5.02		Evidence documents that the tools used for progress monitoring are valid, reliable, and accurately measures students' academic and/or behavioral development. (1493)
MTSS5.03		The framework includes a well-defined mechanism for making data-driven decisions regarding the placement of students in the appropriate prevention levels, with a process that includes broad base of stakeholders and includes clear criteria and guidelines for placing students in each prevention level beyond Tier I prevention. (2768)
MTSS5.04		Screening, progress monitoring, and other assessment data are used to inform

		instructional practice at all levels with the goal that instruction is effective with the vast majority of students served. (1497)
MTSS5.05		Data are analyzed, decisions are made, and students receive appropriate intervention in a timely manner. (1498)
<b>Turnaround Principle 6</b>		
Establishing 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.		
IIIA33		All teachers interact with students to build positive relationships. (2627)
IIIC01		When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)
IIIC04		Students raise hands or otherwise signal before speaking. (159)
IIIC05		All teachers use a variety of instructional modes. (160)
IIIC06		All teachers maintain well-organized student learning materials in the classroom. (161)
IIIC08		All teachers display classroom rules and procedures in the classroom. (163)
IIIC09		All teachers correct students who do not follow classroom rules and procedures. (164)
IIIC10		All teachers reinforce classroom rules and procedures by positively teaching them. (165)
IIIC12		All teachers engage all students. (2630)
<b>Turnaround Principle 7</b>		
Providing ongoing mechanisms for family and community engagement.		
IE12		The principal personally engages parents and the community in the turnaround process. (2746)
IIIB01		All teachers maintain a file of communication with parents. (150)
IIIB06		All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)
IG01	<b>KEY</b>	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)
CM2.1	<b>KEY</b>	Teachers are familiar with the curriculum of the home (what parents can do at home to support their children's learning) and discuss it with them. (1560)
ED5.1	<b>KEY</b>	Professional development programs for teachers include assistance in working effectively with families and community. (3075)
GR1.1		The school's Parent Involvement Policy includes a vision statement about the importance of family-school partnership in a school community. (1535)
CM1.1		The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (1558)
CT3.2		The school team annually conducts a "walk-through" the school, parking lot, and grounds to suggest ways to make the school a more welcoming place. (1848)
MTSS6.01		The MTSS framework includes an implemented mechanism for keeping parents/guardians of students receiving both Tier II and Tier III intervention fully informed of the intervention and the progress of their child, and parents are actively engaged in supporting the MTSS framework. (2769)

## Appendix B

## Focus School SD LEAP Timeline

Reporting Dates	October 15	January 15	May 15
<b>Planning Year</b>	Focus School identified in Fall	Edit school Information Assessment and Demographics Add School Team  Assess 9* <b>Focus Key</b> School Turnaround (ST) indicators  Submit School Turnaround Plan	Assess 9*additional <b>Focus Key</b> ST indicators (minimum of 18* assessed)  Plan for 2* ST indicators (with tasks)  Submit Survey of Effective Practices Submit School Turnaround Plan
<b>Focus School Year 1</b>	Plan for 5* additional ST indicators (with tasks)  Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices	Assess additional ST indicators as necessary  Ongoing work on 7* active indicators  Monitoring Plan  Submit School Turnaround Plan Submit Goals and Objectives	Assess additional ST indicators as necessary  Ongoing work on 7* active indicators  Monitoring Plan  Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices
<b>Focus School Year 2</b>	Assess additional ST indicators as necessary  Ongoing work on 7* active indicators  Monitoring plan  Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices	Assess additional ST indicators as necessary  Ongoing work on 7* active indicators  Monitoring plan  Submit School Turnaround Plan Submit Goals and Objectives	Assess additional ST indicators as necessary  Ongoing work on 7* active indicators  Monitoring plan  Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices

<b>Focus School Year 3</b>	Assess additional ST indicators as necessary	Assess additional ST indicators as necessary	Assess additional ST indicators as necessary
	Step 5- Ongoing work on 7* active indicators	Step 5- Ongoing work on 7* active indicators	Step 5- Ongoing work on 7* active indicators
	Step 6- Monitoring plan	Step 6- Monitoring plan	Step 6- Monitoring plan
	Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices	Submit School Turnaround Plan Submit Goals and Objectives	Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices

**Plan Requirements**

- Planned indicator=Assessing an Indicator + Completing the Indicator Plan + Creating Tasks
- Schools must keep a prescribed number of indicators active in order to fulfill plan requirements. (Note: Fully-implemented indicators do not constitute planned indicators)
- Active indicators are defined as indicators which a school is currently working on with tasks; when an active indicator is completed, schools will need to choose another indicator to maintain the number of active indicators required for your school level.

**Before each reporting date deadline, hit the submit button on the school’s dashboard in SD LEAP.**

\*This is the minimum number of indicators to assess or plan for at each reporting date. The school may assess or plan for more than the required amount.

\*\*The MTSS indicators are not required of Focus Schools. They are included in our list of School Turnaround Indicators and the school may choose to assess and plan the indicators if they wish

## Appendix C

## Goals and Objectives Form

While there are minimum requirements below, goals should reflect the needs identified through data analysis.

**Priority Schools** - At minimum, complete academic goals for both reading and math, for all students, focused on improving achievement. (Goals for subgroups are optional).

**Focus Schools**- At minimum, complete a goal for each GAP subgroup contributing to Focus School status. (Math, Reading, Graduation, Attendance, Other)

To complete this form:

1. Enter the information for each goal.
2. Select "Repeat" to add additional goals (scroll down to the empty fields to add information regarding the additional goals for all students or subgroups)
3. Click "Save" at the bottom of the form to save responses.
4. To submit the report, return to the dashboard, go to the Required Reports Tab and click the "submit" button next to the Goals and Objectives Form.

Please answer the following questions for each goal:

### 1. Which area is the goal for:

Math                      Reading                      Attendance                      Graduation  
Other

### 2. Which student group does the goal focus on: (Check all that apply to this specific goal)

All Students    Economic Disadvantaged    Hispanic                      Native American  
White              Two or more races              Hawaiian Pacific              Asian  
Black              Limited English Proficient    Special Education

### 3. Which Grade Level(s)? (Check all that apply to this specific goal)

K    1    2    3    4    5    6    7    8    High School

### 4. What is your Goal? See SMART Goal Planning Guide and Quality Checklist

**SMART**—Specific, Measureable, Appropriate and Achievable, Realistic and Rigorous, Time Bound and Timely (Separate Document)

**5. How will the school determine or evaluate whether progress has been made or the goal has been met?**

<b>Specific measurable objectives needed to reach your goal</b>	
<b>Targeted grade levels</b>	
<b>Name of the assessment or measurement tool</b>	
<b>Major strategies to be used to accomplish this goal</b>	
<b>Benchmark Data Reporting:</b> Please report data in a clear, consistent format each reporting period to ensure data can be compared easily each time.	
<b>Fall Benchmark Data</b>	Enter student or school data
<b>Winter Benchmark Data/Results</b>	Enter student or school data
<u>Progress Update:</u> Explain whether you are or are not on track toward meeting the goal.	Narrative/Explanation
<u>Strategy Modification:</u> Explain whether this data suggests a need to adjust strategies within the school to meet the goal.	Narrative/Explanation
<u>Goal Adjustment:</u> Are there circumstances to indicate that the goal needs to be revised? If yes, please explain.	Narrative/Explanation
<b>Spring Benchmark Data/Results</b>	Enter student or school data
<u>Goal Completion:</u> Was the goal met? Summarize the results from fall to spring.	Narrative/Explanation
<u>Sustainability/Adjustment:</u> If goal was met, how will the efforts be sustained? If goal was not met, what adjustments need to be made?	Narrative/Explanation

## Appendix D

<b>District:</b>	<b>District Contact:</b>	<b>Date:</b>		
<b>School:</b>		<b>Priority</b>	<b>Focus</b>	
<b>School Contact:</b>				

## School Survey of Effective Practices

To be completed by the school leadership team. Evaluate the school progress towards the turnaround principles below. **Priority Schools must complete all questions. The statements with an asterisk\* are required by Focus schools, questions without an asterisk are optional for focus schools.**

<b>*1. The school provides strong leadership.</b>				
<b>School Turnaround Indicators Aligned to Principle:</b>		ID01, ID02, ID03, ID04, ID06, ID07, ID08, ID10, ID11, ID13, IE05, IE06, IE07, IE08, IE09, IE10, IE13, MTSS1.01, MTSS1.02		
<b>Always</b>	<b>Very Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<p><i>Questions to consider: How has the principal demonstrated strong leadership? How has the principal demonstrated the ability to lead the turnaround effort and to create student growth in the school? What flexibility does the principal have to lead the turnaround process?</i></p> <p>Explain:</p>				

<b>2. The school ensures that teachers are effective and able to improve instruction.</b>				
<b>School Turnaround Indicators Aligned to Principle:</b>		IF01, IF02, IF03, IF04, IF05, IF06, IF07, IF08, IF10, MTSS 1.03, MTSS 1.04, MTSS 1.05, MTSS1.06		
<b>Always</b>	<b>Very Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<p><i>Questions to Consider:</i> What professional development has been provided for staff? Has the principal completed strong evaluation of teachers and used this to drive professional development? How is the need for professional development determined? What does the school have in place to verify effective teachers are in place? How does the school address instances where there are poor teaching practices?</p> <p>Explain:</p>				

<b>3. The school has redesigned the school day, week, or year to include additional time for student learning and teacher collaboration.</b>		
<b>School Turnaround Indicators Aligned to Principle:</b>		J07, J08
<b>Completed</b>	<b>In Process/Planning</b>	<b>Not Yet Planned</b>
<p><i>Questions to Consider:</i> How has the school redesigned the day/week/year for student learning and teacher collaboration? What opportunities do teachers have to collaborate in instructional teams? What opportunities do students have for additional learning time? What opportunities do students have to collaborate in learning teams?</p> <p>Explain:</p>		

**4. The school strengthened the instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.**

<b>School Turnaround Indicators Aligned to Principle:</b>	IIA01, IIA02, IIB01, IIB02, IIB03, IIB04, IIB05, IIC01, IIC03, IIIA01, IIIA02, IIIA05, IIIA06, IIIA07, IIIA08, IIIA09, IIIA10, IIIA11, IIIA13, IIIA14, IIIA15, IIIA16, IIIA17, IIIA18, IIIA19, IIIA20, IIIA21, IIIA22, IIIA25, IIIA26, IIIA27, IIIA28, IIIA31, IIIA32, IIIA35, IIIA40, IIB02, IIB03, MTSS2.01, MTSS2.02, MTSS2.03, MTSS2.04, MTSS2.05, MTSS2.06, MTSS3.01, MTSS3.02, MTSS3.03, MTSS3.04, MTSS4.01, MTSS4.02, MTSS4.03, MTSS4.04, MTSS4.05, MTSS4.06, MTSS4.07, MTSS4.08
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<b>Always</b>	<b>Very Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
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*Questions to Consider:* How has the school reviewed the curriculum to ensure that it is research-based, rigorous, and aligned with State academic content standards? What additional resources is the school using to fill in gaps in the instructional program? What opportunities do students have for individualized instruction? What academic interventions are in place for students?

Explain:

**\*5. The school uses data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.**

<b>School Turnaround Indicators Aligned to Principle:</b>	IID02, IID03, IID06, IID07, IID08, IID09, IID10, IID11, MTSS5.01, MTSS5.02, MTSS5.03, MTSS5.04, MTSS5.05
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<b>Always</b>	<b>Very Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
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*Questions to Consider: Has the school held a data retreat to review the four lenses and if yes, when was it? What data does the school have to review? How do teachers use the data to improve instruction? When does the school team meet to review data? What formative assessment tools are being used to help guide instruction? What data does the school leadership team regularly look at? What data do instructional teams regularly look at?*

Explain:

**6. The school establishes an 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.**

<b>School Turnaround Indicators Aligned to Principle:</b>	IIIA33, IIC01, IIC04, IIC05, IIC06, IIC08, IIC09, IIC10, IIC12
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<b>Always</b>	<b>Very Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
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*Questions to Consider: What programs/interventions are in place to help students with social/emotional/health needs? How are parents involved in this process? How does the school evaluate school and classroom climate? What behavioral interventions has the school adopted?*

Explain:

**\*7. The school provides ongoing mechanisms for family and community engagement.**

<b>School Turnaround Indicators Aligned to Principle:</b>	<b>IE12, IIB01, IIB06, IG01, CM2.1, ED5.1, GR1.1, CM1.1, CT3.2, MTSS6.01</b>
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<b>Always</b>	<b>Very Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
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*Questions to Consider: Are there key community partnerships with the school? What procedures are in place to get parents involved in the school? How are parents informed of student progress? What programs and interventions are in place to increase family and community involvement?*

Explain:

**\*8. Rate the school's effectiveness in addressing the students' needs associated with the classification of Priority or Focus school.**

<b>Very Good</b>	<b>Good</b>	<b>Adequate</b>	<b>Poor</b>	<b>Very Poor</b>
------------------	-------------	-----------------	-------------	------------------

*Questions to Consider: What areas (math, reading, attendance, subgroups) contributed to the classification of priority or focus school? What has the school done to identify areas needed for improvement? What interventions have been put into place to meet these needs? What evidence is there to show that these interventions are working?*

Explain:

# Appendix E

Focus School Implementation Guide					
	Action Items	Possible Tools & Resources	Implementation Progress	Who needs to be present? Who is leading the work?	Resources
Reading Interventions	<p>1. Look at data to determine where reading Gaps are and identify our needs</p> <p>2. Examine potential research-based interventions to determine what might work at our school or how we might better use current interventions</p> <p>3. Adopt meaningful interventions that allow for individualized interventions and track student progress</p>	<ul style="list-style-type: none"> <li>• Aimsweb</li> <li>• Dibels</li> <li>• RtI</li> <li>• Success for All</li> <li>• DEAR</li> <li>• Accelerated Reader</li> <li>• Guided reading strategies</li> <li>• Small group instruction</li> <li>• Tutoring</li> <li>• After School Programs</li> <li>• FAME Reading</li> <li>• Success-maker</li> <li>• Read alouds</li> <li>• At home reading incentive program</li> <li>• MAPS</li> <li>• Peer writing groups</li> <li>• Reading First</li> <li>• SRA reading</li> </ul>	<input type="checkbox"/> Not started <input type="checkbox"/> Beginning <input type="checkbox"/> In progress <input type="checkbox"/> Full Implementation	<input type="checkbox"/> ELA classroom teacher <input type="checkbox"/> Math classroom teacher <input type="checkbox"/> Other classroom teachers <input type="checkbox"/> SPED staff <input type="checkbox"/> ELL staff <input type="checkbox"/> Title staff <input type="checkbox"/> Math/Reading coaches <input type="checkbox"/> Principal(s) <input type="checkbox"/> Curriculum Director  <b>LEAD(s):</b>	<p><b>Expertise/ Knowledge</b></p> <input type="checkbox"/> We have the capacity in-house to complete <input type="checkbox"/> We need assistance <p><b>Funding</b></p> <input type="checkbox"/> We need to allocate funds <p><b>Time</b></p> <input type="checkbox"/> Time is already built in the calendar <input type="checkbox"/> Time needs to be built into calendar <p><b>How much time is needed?</b></p>
	Action Items	Possible Tools & Resources	Implementation Progress	Who needs to be present? Who is leading the work?	Resources
Math Interventions	<p>1. Look at data to determine where math Gaps are and identify our needs</p> <p>2. Examine potential research-based interventions to determine what might work at our school or how we might better use current interventions</p> <p>3. Adopt meaningful interventions that allow for individualized interventions and track student progress</p>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• ixl</li> <li>• STAR Math</li> <li>• Accelerated Math</li> <li>• Tutoring</li> <li>• After School Programs</li> <li>• Aimsweb Math</li> <li>• Math facts time</li> <li>• Success-maker</li> <li>• Morning Math</li> <li>• Math Today</li> <li>• SD Counts</li> <li>• APEX online</li> </ul>	<input type="checkbox"/> Not started <input type="checkbox"/> Beginning <input type="checkbox"/> In progress <input type="checkbox"/> Full Implementation	<input type="checkbox"/> ELA classroom teacher <input type="checkbox"/> Math classroom teacher <input type="checkbox"/> Other classroom teachers <input type="checkbox"/> SPED staff <input type="checkbox"/> ELL staff <input type="checkbox"/> Title staff <input type="checkbox"/> Math/Reading coaches <input type="checkbox"/> Principal(s) <input type="checkbox"/> Curriculum Director  <b>LEAD(s):</b>	<p><b>Expertise/ Knowledge</b></p> <input type="checkbox"/> We have the capacity in-house to complete <input type="checkbox"/> We need assistance <p><b>Funding</b></p> <input type="checkbox"/> We need to allocate funds <p><b>Time</b></p> <input type="checkbox"/> Time is already built in the calendar <input type="checkbox"/> Time needs to be built into calendar <p><b>How much time is needed?</b></p>
	Action Items	Possible Tools & Resources	Implementation Progress	Who needs to be present? Who is leading the work?	Resources

Instructional Strategies	<p>1. Look at data related to teacher performance and aggregate data on discipline referrals, classroom observation, etc.</p> <p>2. Determine what instructional strategies are needed in the classroom</p> <p>3. Determine how instructional progress will be monitored</p>	<ul style="list-style-type: none"> <li>• Teacher mentoring</li> <li>• PBIS</li> <li>• Data-driven instruction</li> <li>• Use of testing language in classrooms</li> <li>• Focus on Common Core teaching with rigor</li> <li>• Differentiated instruction</li> <li>• Use of formative assessments</li> <li>• Instructional coaching</li> <li>• Increased focus on teaching vocabulary</li> <li>• Strategic lesson planning</li> <li>• Small group instruction/ team teaching</li> </ul>	<input type="checkbox"/> Not started <input type="checkbox"/> Beginning <input type="checkbox"/> In progress <input type="checkbox"/> Full Implementation	<input type="checkbox"/> ELA classroom teacher <input type="checkbox"/> Math classroom teacher <input type="checkbox"/> Other classroom teachers <input type="checkbox"/> SPED staff <input type="checkbox"/> ELL staff <input type="checkbox"/> Title staff <input type="checkbox"/> Math/Reading coaches <input type="checkbox"/> Principal(s) <input type="checkbox"/> Curriculum Director  <b>LEAD(s):</b>	<b>Expertise/ Knowledge</b> <input type="checkbox"/> We have the capacity in-house to complete <input type="checkbox"/> We need assistance <b>Funding</b> <input type="checkbox"/> We need to allocate funds <b>Time</b> <input type="checkbox"/> Time is already built in the calendar <input type="checkbox"/> Time needs to be built into calendar <b>How much time is needed?</b>
	<b>Action Items</b>	<b>Possible Tools &amp; Resources</b>	<b>Implementation Progress</b>	<b>Who needs to be present? Who is leading the work?</b>	<b>Resources</b>
Attendance Policies	<p>1. Look at data to determine if attendance issues are a potential reason for low Gap Group performance</p> <p>2. Determine what interventions are needed to address attendance issues</p>	<ul style="list-style-type: none"> <li>• JAG</li> <li>• Virtual School use</li> <li>• Incentive programs</li> <li>• Daily accountability</li> <li>• Attendance contracts</li> <li>• Parent communication</li> <li>• Structured advising time for students daily</li> <li>• New policies</li> <li>• Career counseling</li> </ul>	<input type="checkbox"/> Not started <input type="checkbox"/> Beginning <input type="checkbox"/> In progress <input type="checkbox"/> Full Implementation	<input type="checkbox"/> ELA classroom teacher <input type="checkbox"/> Math classroom teacher <input type="checkbox"/> Other classroom teachers <input type="checkbox"/> SPED staff <input type="checkbox"/> ELL staff <input type="checkbox"/> Title staff <input type="checkbox"/> Math/Reading coaches <input type="checkbox"/> Principal(s) <input type="checkbox"/> Curriculum Director  <b>LEAD(s):</b>	<b>Expertise/ Knowledge</b> <input type="checkbox"/> We have the capacity in-house to complete <input type="checkbox"/> We need assistance <b>Funding</b> <input type="checkbox"/> We need to allocate funds <b>Time</b> <input type="checkbox"/> Time is already built in the calendar <input type="checkbox"/> Time needs to be built into calendar <b>How much time is needed?</b>
	<b>Action Items</b>	<b>Possible Tools &amp; Resources</b>	<b>Implementation Progress</b>	<b>Who needs to be present? Who is leading the work?</b>	<b>Resources</b>
Professional Development	<p>1. Look at data and interventions to determine our needs</p> <p>2. Identify and schedule appropriate professional development (PD); track teacher participation and implementation of new strategies/successes based on PD</p>	<p>DOE offered PD:</p> <ul style="list-style-type: none"> <li>* Common Core Classroom management</li> <li>* SD Assessment Portal</li> <li>* Data training</li> <li>* Other trainings as identified</li> </ul>	<input type="checkbox"/> Not started <input type="checkbox"/> Beginning <input type="checkbox"/> In progress <input type="checkbox"/> Full Implementation	<input type="checkbox"/> ELA classroom teacher <input type="checkbox"/> Math classroom teacher <input type="checkbox"/> Other classroom teachers <input type="checkbox"/> SPED staff <input type="checkbox"/> ELL staff <input type="checkbox"/> Title staff <input type="checkbox"/> Math/Reading coaches <input type="checkbox"/> Principal(s) <input type="checkbox"/> Curriculum Director  <b>LEAD(s):</b>	<b>Expertise/ Knowledge</b> <input type="checkbox"/> We have the capacity in-house to complete <input type="checkbox"/> We need assistance <b>Funding</b> <input type="checkbox"/> We need to allocate funds <b>Time</b> <input type="checkbox"/> Time is already built in the calendar <input type="checkbox"/> Time needs to be built into calendar <b>How much time is needed?</b>

	Action Items	Possible Tools & Resources	Implementation Progress	Who needs to be present? Who is leading the work?	Resources
Assessment Planning	<p>1. Develop school assessment plan that looks at both summative and formative assessments</p> <p>*Fall, winter, spring benchmark *Common formative assessments *Daily, weekly formative assessments *Unit assessments *Semester assessments *End-of-course exams * Identify staff training needs to implement effective assessment practices * Include assessment ELL and 1% student populations</p>	<ul style="list-style-type: none"> <li>DIBELS, Aimsweb, MAP, etc.</li> <li>SD Assessment Portal</li> <li>Dakota STEP</li> <li>Other assessments</li> </ul>	<input type="checkbox"/> Not started <input type="checkbox"/> Beginning <input type="checkbox"/> In progress <input type="checkbox"/> Full Implementation	<input type="checkbox"/> ELA classroom teacher <input type="checkbox"/> Math classroom teacher <input type="checkbox"/> Other classroom teachers <input type="checkbox"/> SPED staff <input type="checkbox"/> ELL staff <input type="checkbox"/> Title staff <input type="checkbox"/> Math/Reading coaches <input type="checkbox"/> Principal(s) <input type="checkbox"/> Curriculum Director  <b>LEAD(s):</b>	<p><b>Expertise/ Knowledge</b></p> <input type="checkbox"/> We have the capacity in-house to complete <input type="checkbox"/> We need assistance <p><b>Funding</b></p> <input type="checkbox"/> We need to allocate funds <p><b>Time</b></p> <input type="checkbox"/> Time is already built in the calendar <input type="checkbox"/> Time needs to be built into calendar <p><b>How much time is needed?</b></p>
Curriculum Evaluation	<p>1. Review current resources &amp; supplemental materials for alignment to Common Core</p> <ul style="list-style-type: none"> <li>Consider key shifts for ELA and math</li> </ul> <p>2. Discuss textbook adoptions, supplemental materials, technology resources, etc.</p> <p>3. Identify resources district will use to ensure alignment of curriculum to Common Core standards</p> <ul style="list-style-type: none"> <li>Develop a district definition of curriculum</li> <li>Textbook is not curriculum</li> <li>Discuss standards based instruction</li> </ul>	<ul style="list-style-type: none"> <li>Publisher criteria</li> <li>Common Core curriculum blueprints</li> <li>Online curriculum planning tool</li> <li>Pacing guides</li> <li>My OER</li> </ul>	<input type="checkbox"/> Not started <input type="checkbox"/> Beginning <input type="checkbox"/> In progress <input type="checkbox"/> Full Implementation	<input type="checkbox"/> ELA classroom teacher <input type="checkbox"/> Math classroom teacher <input type="checkbox"/> Other classroom teachers <input type="checkbox"/> SPED staff <input type="checkbox"/> ELL staff <input type="checkbox"/> Title staff <input type="checkbox"/> Math/Reading coaches <input type="checkbox"/> Principal(s) <input type="checkbox"/> Curriculum Director  <b>LEAD(s):</b>	<p><b>Expertise/ Knowledge</b></p> <input type="checkbox"/> We have the capacity in-house to complete <input type="checkbox"/> We need assistance <p><b>Funding</b></p> <input type="checkbox"/> We need to allocate funds <p><b>Time</b></p> <input type="checkbox"/> Time is already built in the calendar <input type="checkbox"/> Time needs to be built into calendar <p><b>How much time is needed?</b></p>
Other Interventions	<p>Fill out this chart for other interventions identified via the data analysis process</p>		<input type="checkbox"/> Not started <input type="checkbox"/> Beginning <input type="checkbox"/> In progress <input type="checkbox"/> Full Implementation	<input type="checkbox"/> ELA classroom teacher <input type="checkbox"/> Math classroom teacher <input type="checkbox"/> Other classroom teachers <input type="checkbox"/> SPED staff <input type="checkbox"/> ELL staff <input type="checkbox"/> Title staff <input type="checkbox"/> Math/Reading coaches <input type="checkbox"/> Principal(s) <input type="checkbox"/> Curriculum Director <b>LEAD(s):</b>	<p><b>Expertise/ Knowledge</b></p> <input type="checkbox"/> We have the capacity in-house to complete <input type="checkbox"/> We need assistance <p><b>Funding</b></p> <input type="checkbox"/> We need to allocate funds <p><b>Time</b></p> <input type="checkbox"/> Time is already built in the calendar <input type="checkbox"/> Time needs to be built into calendar <p><b>How much time is needed?</b></p>

