UTAH SYSTEM OF SUPPORT FOR SCHOOL IMPROVEMENT

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Introduction

The mission of the Utah State Board of Education's (USBE) School Improvement Process is to help build capacity for schools and local education agencies (LEAs) to engage in continuous efforts to improve student achievement and provide educational excellence for each Utah student.

State law (*Utah Code 53E-5-3 School Turnaround and Leadership Development Act*[1]) and section 1003 of the *Every Student Succeeds Act* (*ESSA*)[2] require the state to identify and provide support to schools with critical or targeted needs.

Utah's continuous school improvement cycle,[3] built around the *Four Domains for Rapid School Improvement,*[4] is the centerpiece of Utah's approach. The six-step improvement cycle provides organization for the guidance provided in this document.

Figure 1: The Continuous Improvement Cycle

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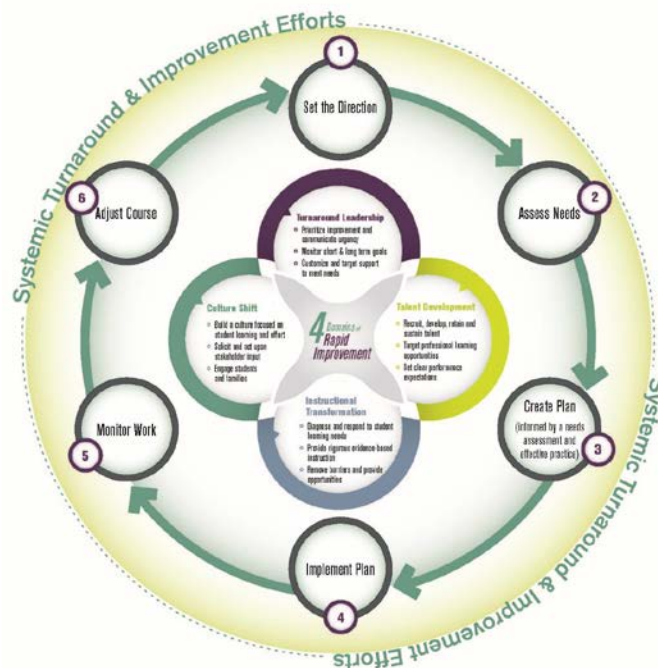
[1] Utah Code § 53E-5-3.

[2] P.L. 114-95: Sec. 1003 [20 U.S.C 6303] School Improvement.

[3] Layland, A., & Corbett, J. (2017). *Utilizing integrated resources to implement the school and district improvement cycle and supports: Guidance for schools, districts and state education agencies.* Washington, DC: The Council of Chief State School Officers.

[4] The Center on School Turnaround (2017). *Four domains for rapid school improvement: A systems framework.* San Francisco, CA: WestED.

PURPOSE

The guiding principles of Utah's System of Support, developed by key stakeholders, are to:

- provide credible and knowledgeable support;
- build capacity for sustainable student achievement; and,
- develop supportive partnerships with all stakeholders.

The guiding principles of the system ensure:

- a transparent, fair process that ensures compliance with state and federal statutes;
- Aa rigorous, comprehensive needs assessment of a school's strengths and challenges;
- a root cause analysis procedure to target improvement goals to address critical needs; and,
- a practical, relevant, efficient means of developing, implementing, and monitoring a school improvement plan.

PROCESS

The school improvement process includes the following sequential steps:

1. The USBE identifies the school as a critical needs school.

2. The USBE notifies the LEA and school regarding the school's status.

3. The principal sends parent notification letter regarding school's status. (Tools 1-A and 1-B are sample parent notification letters.)

4. Depending on the school's status (e.g., state turnaround school or ESSA CSI [comprehensive support and improvement] school), the principal will convene either a school turnaround committee or a school leadership team.

State Turnaround Schools		ESSA CSI Schools
School Turnaround Committee Required Committee Members		School Leadership Team Required Committee Members
District schools	Charter Schools	District And Charter Schools
• The local school board member who represents the voting district where the school is located • The school principal	• A member of the charter school governing board, appointed by the chair of the charter school governing board	• The school principal • At least one faculty member • At least one parent • One representative from the LEA • Additional members as needed

State Turnaround Schools		ESSA CSI Schools
School Turnaround Committee **Required Committee Members**		**School Leadership Team** **Required Committee Members**
District schools	**Charter Schools**	**District And Charter Schools**
• Three parents of students enrolled in the school appointed by the chair of the school community council (SCC) • One teacher at the school appointed by the principal • One teacher at the school appointed by the superintendent • One district administrator	• The school principal • Three parents of students enrolled in the school, appointed by the chair of the charter school governing board • Two teachers at the school appointed by the principal	

5. A system of support team (SST) conducts the school needs assessment and root cause analysis in accordance with state education agency (SEA) guidelines. (Tool 1-C SST Composition and Responsibilities)

6. The school sets its long-term direction for improvement (e.g., bold, long-term vision for the future).[5]

7. The SST leader (SSTL) contacts the principal to schedule the needs assessment and root cause analysis. (Tool 1-D Scheduler)

8. The SSTL and principal collaborate to prepare for the school needs assessment and root cause analysis.

    A. The SSTL:
        1. Sends letter to principal detailing documents that will be reviewed, procedures for student and parent focus groups, interview schedule, room arrangements, and other logistics. (Tools 1-E and 1-F are sample letters.)
        2. Calls principal one week prior to appraisal as a reminder that the SST team will be coming.
        3. Makes copies of needed documents for each SST member.

    B. Principal prepares for SST site visit:
        1. Assembles required documentation for site visit. (Refer to Tools 1-E and 1-F)
        2. Customizes sample parent permission slip for the student focus group and sends home. (Tool 1-G)
        3. Sets up schedule for interviews and focus groups.

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[5] Collins, J.C. & Porras, J.I. (1994). *Built to last: Successful habits of visionary companies*. New York, NY: Harper Business.

4. With school faculty and staff, completes the School Self-Assessment (Appendix 2-C).
5. With school faculty and staff, completes the Culture Survey (Appendix 2-D).
6. Asks teachers to complete the Leadership Survey (Appendix 2-E).
7. Arranges for private meeting space for the SST.

9. SST conducts an on-site school needs assessment and root cause analysis. (Appendices 2-A Quantitative Data Collection, 2-B Needs Assessment Rubrics, 2-F1 Principal Interview, 2-F2 Teacher Interviews, 2-F3 Instructional Staff Interviews, 2-F4: Support Staff Interviews, 2-F5 LEA Interview, 2-F6 Parent Focus Group, 2-F7 Elementary/Secondary Student Focus Group, 2-F8 Classroom Observations, 2-F9 Crosswalk, 2-G Analyzing Data and Prioritizing Needs, and 2-H Root Cause Analysis)

10. SST prepares school results report, shares results with the school principal, and obtains principal's signature.

11. SSTL and principal share the needs assessment and root cause analysis results with the faculty.

12. SSTL and principal share the needs assessment and root cause analysis results with the LEA.

13. The SSTL submits the needs assessment and root cause analysis results to the USBE.

14. Based on the school category, the school follows the applicable procedure in the table below:

State Turnaround Schools	ESSA CSI Schools
- USBE provides list of approved school improvement consultants to schools/LEAs identified for state school turnaround. - LEA and school initiate secondary request for proposal (RFP) process that provides the opportunity for all interested consultants to submit a proposal. - LEA and school turnaround committee select a proposal. - LEA submits selected proposal to USBE for review and approval. - LEA contracts with USBE-approved school improvement consultant. - School improvement consultant assists the school turnaround committee in developing the school improvement plan (SIP) (Appendix 3-A) in conjunction with parents, school staff, and the LEA, based on the results of the needs assessment and root cause analysis.	- USBE provides list of approved school support team (SST) members to schools/LEAs identified for CSI. - Principal and school leadership team select USBE-approved SST. - LEA/school contracts with USBE-approved school support team. - SST assists the school leadership team in developing the School Improvement Plan (SIP) (Appendix 3-A) in conjunction with parents, school staff, and the LEA, based on the results of the needs assessment and root cause analysis. - Stakeholders are engaged in providing input throughout the SIP revision process. - SSTL ensures LEA completes peer review of the SIP.

State Turnaround Schools	ESSA CSI Schools
• Stakeholders are engaged in providing input throughout the SIP revision process. • School improvement consultant ensures LEA completes peer review of the SIP. • School improvement consultant works cooperatively with the school and LEA to finalize SIP and present to local school board. • The LEA submits final SIP to the USBE. • The USBE convenes a panel to review and approve the SIP. • School implements the USBE-approved SIP with the support of the LEA. • School improvement consultant provides ongoing support. • School improvement consultant regularly consults with the principal, school leadership team, and LEA to assist in implementing the SIP. • Monitoring process begins including monitoring by the school, LEA, school improvement consultant, and the USBE. • Principal arranges for professional development to support SIP goals. • School improvement consultant makes recommendations, in conjunction with the school leadership team, to the LEA for other assistance needed by the school. • School improvement consultant and LEA identify responsible party for providing updated 90-day plans to the USBE. Initial USBE approval of the SIP serves as USBE's first quarter review for that year.	• SST works cooperatively with the school and LEA to finalize SIP and present to local school board. • The LEA submits final SIP to the USBE. • The USBE convenes a panel to review and approve the SIP. • School implements the SIP with the support of the LEA. • SSTL provides ongoing support. • SSTL regularly consults with the principal, school leadership team, and LEA to assist in implementing the SIP. • Monitoring process begins including monitoring by the school, LEA, school support team leader, and the USBE. • Principal arranges for professional development to support SIP goals. • SSTL makes recommendations, in conjunction with the school leadership team, to the LEA for other assistance needed by the school. • SSTL and LEA identify responsible party for providing updated 90-day plans to the USBE. Initial USBE approval of the plan serves as USBE's first quarter review for that year.

Tool 1-A: Sample Parent Notification Letter for CSI Schools

Date

Dear Parent or Guardian:

We are writing to let you know that _____School has been designated as a Title I Comprehensive Support and Improvement school. This designation means that the school is among the lowest-performing five percent of Utah's Title I schools in academic performance and growth. The enclosed sheet shows how your student's school compares to other schools in our district.

The program improvement designation provides an opportunity for principals, teachers, and parents to focus on areas of school improvement. The_____ District/Charter and the Utah State Board of Education are working with _____ School to improve teaching and learning, especially in the areas of reading and mathematics, by providing technical assistance and professional development opportunities to the teachers and administrators within your school.

_____ School is working to improve its academic program by undergoing a rigorous school improvement effort led by a school system of support team. However, parent support is essential to the success of the school improvement efforts.

Parents can effectively assist student achievement improvement in the following ways:

- Communicating frequently with your student's teachers
- Making sure your student attends school regularly
- Helping your student with homework
- Monitoring your student's screen time
- Reading aloud to your student
- Volunteering in the classroom
- Participating in school decision-making

We want to request your help as the school addresses its academic needs and will invite parents to serve on the committee that will develop a school improvement plan.

Sincerely,

District Superintendent/Charter Director

Title I Director

Principal

Enclosed: School Comparison Sheet

Tool 1-A (Spanish): Sample Parent Notification Letter for CSI Schools

Fecha

Estimado padre/so guardián/es del alumno:

Le escribimos para informarle de que la escuela _____ has sido designada como una escuela título I de necesidad de ayuda y mejoramiento comprensivo. Esta designación significa que esta escuela esta entre el 5% de escuelas más bajas del grupo título I, en cuanto el nivel de crecimiento académico. La hoja siguiente le informa como se compara la escuela de su alumno con otras escuelas en el distrito.

La designación de mejoramiento programático provee una oportunidad para que el director/la directora, maestros y padres puedan enfocarse en el mejoramiento de la escuela. El distrito o escuela chárter _____, en conjunto con la mesa educativa del estado de Utah están trabajando con la escuela _____ para mejorar el nivel de instrucción y aprendizaje en las áreas de Ingles (como materia) y las matemáticas específicamente; al proveer oportunidades para el desarrollo profesional de tales maestros y administradores de la escuela.

La escuela _____ está trabajando para mejorar sus programas académicos al continuar en un mejoramiento escolar riguroso dirigido por un equipo llamado el equipo de sistemas de apoyo.

Padres o guardianes del alumno pueden ayudar in mejorar el éxito académico de sus alumnos de las siguientes maneras:

- Comunicarse frecuentemente con los maestros de sus alumnos/as
- Asegurar que su alumno/a asiste a clase regularmente
- Ayudar a su alumno/a con su tarea
- Ser vigilante del tiempo que pase su alumno/a enfrente de una pantalla
- Leer en voz alta con su alumno
- Ser voluntario/a en la clase de su alumno/a
- Participar en los grupos de liderazgo en las escuela

Queremos pedirle su ayuda mientras que la escuela pone atención a sus necesidades académicos. Les invitamos a que sirvan como miembros del comité que ayudará desarrollar un plan de mejoramiento de la escuela.

Sinceramente,

Superintendente/Director de escuela chárter

Director/a de titulo I

Director/a

Tool I-B: Sample Parent Notification Letter for Turnaround Schools

Date

Dear Parent or Guardian:

We are writing to let you know that _____School has been designated as a State Turnaround School. This designation means that the school is among the lowest-performing 3% of Utah's schools in academic performance and growth. The enclosed sheet shows how your student's school compares to other schools in our district.

The program improvement designation provides an opportunity for principals, teachers, and parents to focus on areas of school improvement. The_____ District/Charter and the Utah State Board of Education are working with _____ School to improve teaching and learning especially in the areas of reading and mathematics, by providing technical assistance and professional development opportunities to the teachers and administrators within your school.

_____ School is working to improve its academic program by undergoing a rigorous two-year school improvement effort led by the system of school support team. However, parent support is essential to the success of the school improvement efforts.

Parents can effectively assist student achievement improvement in the following ways:

- Communicating frequently with your student's teachers
- Making sure your student attends school regularly
- Helping your student with homework
- Monitoring your student's television time
- Reading aloud to your student
- Volunteering in the classroom
- Participating in school decision-making

We want to request your help as the school addresses its academic needs and will invite parents to serve on the committee that will develop a school improvement plan.

Sincerely,

District Superintendent/Charter Director

Title I Director

Principal

Enclosed: School Comparison Sheet

Fecha

Estimado padre/s o guardián/es del alumno:

Le escribimos para informarle de que la escuela _____ has sido designada como una escuela de mejoramiento a nivel estatal. Esta designación significa que esta escuela esta entre el 3% de escuelas más bajas del grupo título I, en cuanto el nivel de crecimiento académico. La hoja siguiente le informa como se compara la escuela de su alumno con otras escuelas en el distrito.

La designación de mejoramiento programático provee una oportunidad para que el director/la directora, maestros y padres puedan enfocarse en el mejoramiento de la escuela. El distrito o escuela chárter _____, en conjunto con la mesa educativa del estado de Utah están trabajando con la escuela _____ para mejorar el nivel de instrucción y aprendizaje en las áreas de Ingles (como materia) y las matemáticas específicamente; al proveer oportunidades para el desarrollo profesional de tales maestros y administradores de la escuela.

La escuela _____ está trabajando para mejorar sus programas académicos al continuar en un mejoramiento escolar riguroso dirigido por un equipo llamado el equipo de sistemas de apoyo.

Padres o guardianes del alumno pueden ayudar in mejorar el éxito académico de sus alumnos de las siguientes maneras:

- Comunicarse frecuentemente con los maestros de sus alumnos/as
- Asegurar que su alumno/a asiste a clase regularmente
- Ayudar a su alumno/a con su tarea
- Ser vigilante del tiempo que pase su alumno/a enfrente de una pantalla
- Leer en voz alta con su alumno
- Ser voluntario/a en la clase de su alumno/a
- Participar en los grupos de liderazgo en las escuela

Queremos pedirle su ayuda mientras que la escuela pone atención a sus necesidades académicos. Les invitamos a que sirvan como miembros del comité que ayudará desarrollar un plan de mejoramiento de la escuela.

Sinceramente,

Superintendente/Director de escuela chárter

Director/a de titulo I

Director/a

System of Support Team (SST):

The purpose of the system of support team is to conduct a comprehensive needs assessment and root cause analysis for schools identified for improvement under the provisions of ESSA comprehensive support and improvement (CSI) and state turnaround.

The selection of the SST is the responsibility of the USBE, LEA, and school. SST members must:
- be external to the school (i.e., no one who serves as an administrator, teacher, assistant, or parent of a child in the school may serve as an SST member for that school);
- be approved by the USBE;
- complete required professional learning provided by the USBE school improvement team; and,
- use the processes and protocols developed and provided by the USBE to complete the school needs assessments and root cause analyses in critical needs schools.

System of Support Team Leader (SSTL):

Responsibilities of the SSTL include ensuring that all SST members fulfill the following tasks during the school site visit:

- Reporting to the main office when entering the school for the first time each day with personal identification.
- Interviewing the principal and assistant principal first.
- Treating all data collected from interviews, focus groups, and observations as confidential. No names should ever be associated with the input and no identifying information should be reported (e.g., if a respondent uses unusual phrasing, do not quote; or if there is only one science teacher, do not report an attitude only that teacher expressed).
- **Never** leave data unsecured anywhere in the school. This includes the room the principal has made available for the SST to use as a meeting space.
- Be courteous and respectful at all times. Do not comment on information given or express any judgments. Do not tell respondents what any other respondents have reported. Thank respondents for their time. Summarize findings in respectful ways.
- Be sure your team has privacy when discussing any of the data.
- Do not let "louder" voices on the team have more input into rubric ratings or reports than others. Be fair in your weighting of all the data.
- Be consistent in your ratings. Check to see that you have appropriate evidence for any rating and discuss all evidence before determining a rating.
- If you have questions about a rating, secure more data. If that is not possible, give the benefit of the doubt and indicate what data are missing.
- Ensure that at least three pieces of evidence support each rubric rating (triangulation of data).

Tool 1-D: Schedule for School Improvement Needs Assessment and Root Cause Analysis

(To be completed by the SST; additional pages may be added as needed)

Day One – (Date)

Time	Team Leader 1	Assessor 2	Assessor 3	Assessor 4
8:00	Principal interview			
8:30	Principal interview			
9:00	Principal interview			
9:30				
10:00				
10:30				
11:00				
11:30				
12:00				

Tool 1-D: Schedule for School Improvement Needs Assessment and Root Cause Analysis

Time	Team Leader 1	Assessor 2	Assessor 3	Assessor 4
12:30				
1:00				
1:30				
2:00				
2:30				
3:00				
3:30				
4:00				
4:30				
5:00				
After 5:00 (Please specify time)				

Tool 1-D: Schedule for School Improvement Needs Assessment and Root Cause Analysis

Day Two – (Date)

Time	Team Leader	Assessor 2	Assessor 3	Assessor 4
8:00	Principal interview			
8:30	Principal interview			
9:00	Principal interview			
9:30				
10:00				
10:30				
11:00				
11:30				
12:00				

Tool 1-D: Schedule for School Improvement Needs Assessment and Root Cause Analysis

Time	Team Leader 1	Assessor 2	Assessor 3	Assessor 4
12:30				
1:00				
1:30				
2:00				
2:30				
3:00				
3:30				
4:00				
4:30				
5:00				
After 5:00 (Please specify time)				

, 20__

Dear _____,

As part of the *Every Student Succeeds Act (ESSA)*, low-performing Title I schools (five percent or lower for an average of three years) will be identified for comprehensive support and Improvement (CSI). The Utah State Board of Education (USBE) is required to provide a system of support for Title I schools identified as performing in the lowest five percent of Title I schools. The USBE's System of Support includes a school needs assessment and subsequent root cause analysis. The school needs assessment and root cause analysis will be conducted by a school system of support team (SST). The SST will help identify strengths and needs that will be critical in revising the school improvement plan (SIP).

Your school's needs assessment is scheduled for: _____.

In preparation for the needs assessment, please schedule the following:

- Sixty-minute interview with principal (if possible, first appointment of first day).
- Sixty-minute interview with assistant principal(s), if applicable.
- Thirty-minute interview with instructional coach/literacy coach/math coach, if applicable.
- Twenty- to thirty-minute interview with each teacher, or a representative sample of teachers, depending on school size.
- Fifteen-minute interview with each instructional support staff member.
- Ten- to fifteen-minute interview with support staff such as secretaries, paraprofessionals, custodians, lunch room staff.
- Thirty-minute focus group with eight to ten students who are representative of the student population. (See attached parent permission forms in English and Spanish)
- Thirty-minute focus group with eight to ten parents who are representative of the student population. Please provide a translator for the parents, if necessary.
- A private meeting/work room for the team.

If professional learning communities (PLCs) are occurring during the needs assessment, we would like to observe one or two of them. Teachers can expect to have multiple classroom observations from different observers during the appraisal timeframe. These observations may range from five to twenty minutes and are not scheduled for a particular time.

We would love the opportunity to introduce ourselves to the faculty and provide an overview of the process before school on the first day of the needs assessment. This should take approximately 15 minutes.

Please have the following documents ready on the first day of the visit:

1. A copy of your current school improvement plan
2. State proficiency scores for English language arts, math, science (past three years, if possible)
3. Four year-cohort graduation rate (past three years, if possible, if applicable)
4. Current school-level assessment data (e.g., DIBELS, SRI, etc.)
5. Current and past attendance, tardiness, and discipline data
6. Curriculum documents (e.g., pacing guides, curriculum maps)
7. Sample of school newsletter and other parent communications
8. List of teachers, master schedule including bells, preparation times
9. List of School Community Council (SCC) members, Parent Teacher Association or Organization (PTA/PTO), and sample of agendas and minutes from meetings
10. School map (include room numbers, teacher names, grade levels/departments)
11. Results of appraisal self-assessment survey (document attached in email)
12. Professional development schedule and agendas from the past 12 months

The results of the needs assessment and root cause analysis will include a report with rubric ratings, prioritized needs, and suggestions that will be used to develop a school improvement plan. If you have any questions about the needs assessment process, please contact (the system of support needs assessment team leader by name, telephone, e-mail address).

Your school system of support team looks forward to visiting (school's name).

Sincerely,

(School's name) Support Team Leader

cc: District Superintendent/Charter Director
    LEA Title I Director

Tool 1-F: Sample Principal Letter for School System of Support Visit for State Turnaround

, 20__

Dear _____,

As part of the *School Turnaround and Leadership Development Act (U.C.A. Title 53E-5-3)*, the Utah State Board of Education (USBE) is required to provide a system of school support for schools identified as performing in the lowest three percent of Utah schools for two consecutive years. The USBE's System of Support includes a school needs assessment and subsequent root cause analysis of the school by a third-party school system of support team (SST). The SST will help you identify strengths and needs that will be critical in revising your school improvement plan (SIP).

Your school needs assessment is scheduled for: _____.

In preparation for the needs assessment, please schedule the following:

- Sixty-minute interview with principal (if possible, first appointment of first day).
- Sixty-minute interview with assistant principal(s), if applicable.
- Thirty-minute interview with instructional coach/literacy coach/math coach, if applicable.
- Fifteen- to twenty-minute interview with each teacher or representative sample of teachers depending on school size.
- Fifteen-minute interview with each instructional support staff member.
- Ten- to fifteen-minute interview with support staff such as secretaries, paraprofessionals, custodians, lunch room staff.
- Thirty-minute focus group with eight to ten students who are representative of the student population. (See attached parent permission forms in English and Spanish.)
- Thirty-minute focus group with eight to ten parents who are representative of the student population. Please provide a translator for the parents, if necessary.
- A private meeting/work room for the team.

If professional learning communities (PLCs) are occurring during the needs assessment, we would like to observe one or two of them. Teachers can expect to have multiple classroom observations from different observers during the appraisal timeframe. These observations may range from five to twenty minutes and are not scheduled for a particular time.

We would love the opportunity to introduce ourselves to the faculty and provide an overview of the process before school on the first day of the needs assessment. This should take approximately 15 minutes.

Please have the following documents ready on the first day of the visit:

Tool 1-F: Sample Principal Letter for School System of Support Visit for State Turnaround

1. A copy of your current school improvement plan
2. State proficiency scores for English language arts, math, science (past three years, if possible)
3. Four-year cohort graduation rate (past three years, if possible)
4. Current school-level assessment data (e.g., DIBELS, SRI, etc.)
5. Current and past attendance, tardiness, and discipline data
6. Curriculum documents (e.g., pacing guides, curriculum maps)
7. Sample of school newsletter and other parent communications
8. List of teachers, master schedule including bells, preparation times
9. List of School Community Council (SCC) members, Parent Teacher Association or Organization (PTA/PTO), and sample of agendas and minutes from meetings
10. School map (include room numbers, teacher names, grade levels/departments)
11. Results of appraisal self-assessment survey (document attached in email)
12. Professional development schedule and agendas from the past 12 months

The results of the needs assessment will include rubric ratings and prioritized needs that will be used to develop a school improvement plan. If you have any questions about the needs assessment process, please contact (the System of Support Needs Assessment Team Leader by name, telephone, e-mail address).

Your school System of Support Team looks forward to visiting (school's name).

Sincerely,

(School's name) Support Team Leader

cc: District Superintendent/Charter Director
     LEA Title I Director, if applicable

Tool 1-G: Sample Parent Notification Letter for Student Focus Group

Dear Parents/Guardians:

Our school will be participating in a school needs assessment process conducted by our school system of support team. The needs assessment will assist us in making decisions that will help our school in the improvement process.

We would like to have your child participate in a small group discussion about the school with the school system of support team. Students' names will not be used in the needs assessment report. Their responses to questions about the school will be entirely confidential. The discussion will take about 30 minutes and will be scheduled to minimize disruptions to classroom activities.

You do not need to do anything further unless you object to your child's participation in the discussion. If you object, please notify me (the principal) in writing no later than (date). If you have any questions concerning the discussion group, you may call me (the principal). Thank you for your cooperation as we strive to improve our school.

Sincerely,

Principal

Estimado padre/s o guardian/s del alumno:

Nuestra escuela participará en el proceso de asesoramiento de necesidades dirigido por nuestro equipo de sistemas de apoyo. Este asesoramiento nos ayudara en tomar decisiones que ayudara a la escuela en este proceso de mejoramiento.

Nos gustaría que su hijo/a participe en un grupo de conversación concerniente a la escuela con el equipo de sistemas de apoyo. Los nombres de los alumnos no se divulgarán en el reporte final. Sus respuestas a varias preguntas concerniente a su experiencia en la escuela serán completamente confidenciales. La reunión durará 30 minutos y será planeada con antelación para disminuir cualquier interrupción a la educación de su alumno/a.

No necesitas hacer nada en cuanto a este informe al menos que niegue la participación de su alumno. Si tiene preguntas en cuanto a esta conversación con su alumno/a puede llamarme (el director). Gracias por su cooperación mientras intentamos mejorar nuestra escuela.

Sinceramente,

Director/a

Set the Direction

The Continuous Improvement Cycle: Step 1
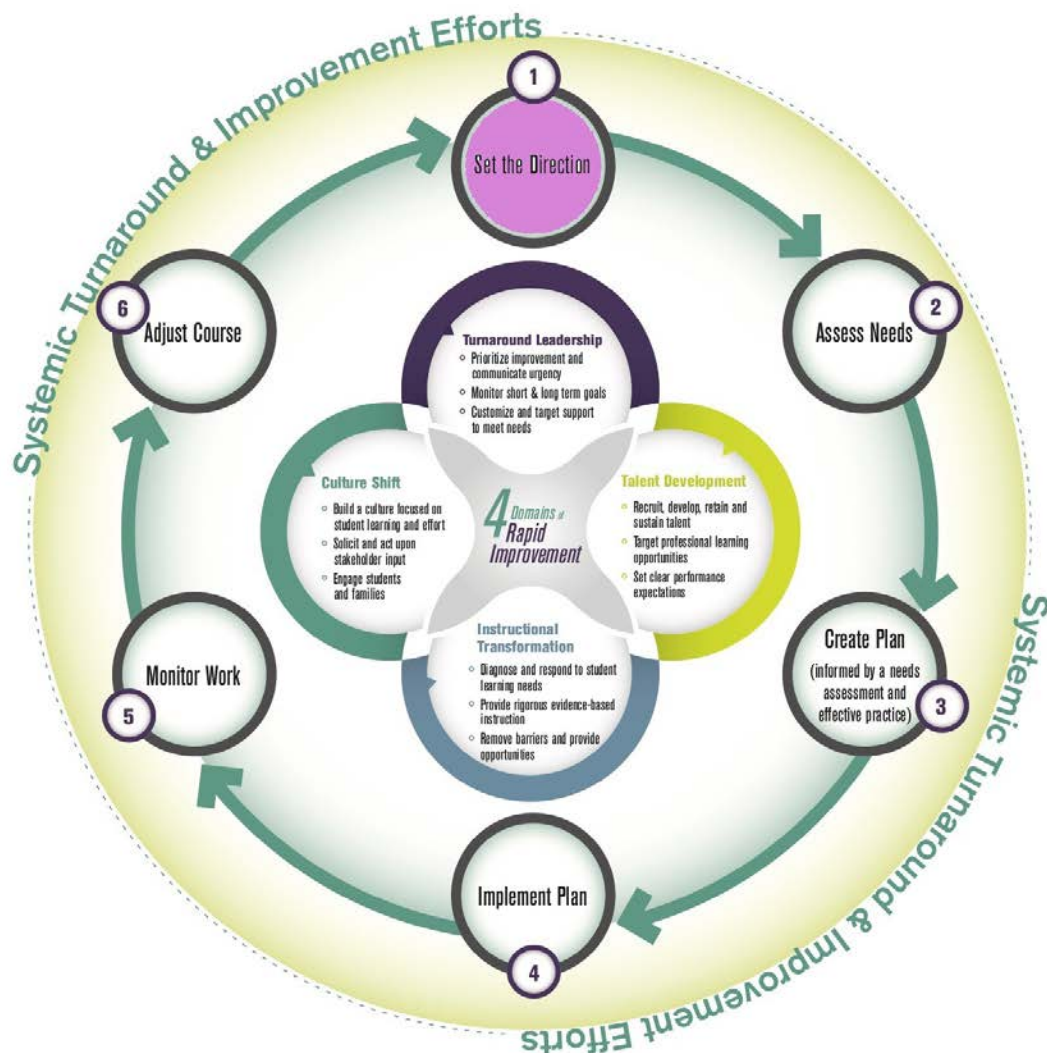
Step 1: Set the Direction

Excellence is never an accident; it is the result of high intention, sincere effort, intelligent direction, skillful execution, and the vision to see obstacles as opportunities. [1]

I.   Setting USBE's Direction

The vision of the Utah State Board of Education's State System of Support for School Improvement, based on the Board's Strategic Plan, *Excellence for Each Student: Education Elevated* [2] is a system in which student achievement improves, achievement gaps close, graduation rates increase, and students are successful after high school. This will occur through the collaborative efforts of the State Education Agency (SEA) USBE, local education agencies (LEAs), and schools to develop and implement transparent, systemic transformation to ensure continuous school improvement and educational excellence for each Utah student.

Utah has developed a theory of action for change to enact its vision and mission to impact student success:

> If the Utah State Board of Education:
> - collaborates with stakeholders to create a transparent school improvement system;
> - clearly and consistently defines identification and exit criteria for schools in improvement;
> - facilitates the development of continuous school improvement plans based on leadership, talent development, instructional transformation, culture shift, and evidence-based strategies determined by a root cause analysis;
> - collaborates with outside education partners to mutually support school improvement efforts; and,
> - provides oversight, technical assistance, supports, resources, and monitoring;
>
> Then an effective system will be created for sustainable school improvement and the state's vision for school improvement will be achieved. Figure 2 illustrates this theory of action.

II.   Setting the School's Direction

Any organization, including a school, needs to know where it is and where it wants to be in order to improve. The direction for a school includes, at a minimum, a mission statement, student-focused goals, and goal performance measures, as defined below:
- The **mission** describes what the organization does and for whom;

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[1] Anonymous
[2] Utah State Board of Education (2016).

- **Goals** are ambitious and aspirational statements of what all students are expected to achieve;
- **Goal performance measures** gauge progress toward a goal and include indicators, data sources, baseline data, and targets. Baseline performance is reported for each indicator and annual targets are established for at least two years.

The school leadership team (SLT) should review the school's current direction and ask key questions. If the mission, goals, and measures already exist, are they still relevant? Does the mission statement still apply? Has the "for whom" changed? Do the goals reflect what the organization wants for its current and future students? Are the performance measures and baselines appropriate to the goals? Are the targets rigorous yet attainable?

Setting a direction is important for any organization and it is particularly critical for those seeking to make rapid improvement—as is the case for the lowest-performing schools. To improve rapidly, the school first needs to know where it is headed.[3]

Appendix 3-A contains Utah's *School Improvement Planning Template* which requires a school to identify its current mission, goals, indicators, data sources, baseline performance data, and annual targets. These should be established prior to conducting the needs assessment.

Utah's System of Support is grounded in research-based principles and practices from *The Four Domains for Rapid School Improvement: A Systems Framework*.[4] The *Four Domains* provide a systemic framework for school turnaround and continuous improvement, including:

1. <u>Turnaround leadership</u> that prioritizes improvement and communicates its urgency; monitors short- and long-term goals; and customizes and targets support to meet needs.
2. <u>Talent development</u> that recruits, retains, and sustains talent; provides targeted professional learning opportunities; and sets clear performance expectations.
3. <u>Instructional transformation</u> that diagnoses and responds to student learning needs; provides rigorous evidence-based instruction; and removes barriers and provides opportunities.
4. <u>Culture shift</u> that builds a culture focused on student learning and effort; solicits and acts upon stakeholder input; and engages students and families in pursuing education goals.

The SEA, LEAs, and schools share responsibility for successfully improving student achievement in low-performing schools. The responsibilities for each organization are delineated in Appendix 1-A: SEA, LEA, and School Responsibilities for School Improvement.

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[3] Layland, A. & Corbett, J. (2017). *Utilizing integrated resources to implement the school and district improvement cycle and supports: Guidance for schools, districts and state education agencies*. Washington DC: The Council of Chief State School Officers.

[4] The Center on School Turnaround (2017). *Four domains for rapid school improvement: A systems framework.* San Francisco, CA: WestEd.

Figure 2. Utah's Theory of Action for School Improvement

Theory of Action for Change
How Utah is bringing its Vision and Mission to life to impact students' success

Vision Statement
To create a school improvement system in which student achievement improves, achievement gaps close, graduation rates increase, and students are college and career ready.

Mission Statement
The Utah State Board of Education, Local Educational Agencies, and schools collaboratively develop and implement transparent, systemic transformation to ensure continuous school improvement and educational excellence for each Utah student.

Theory of Action

If the Utah State Board of Education...

☑ Collaborates with stakeholders to create a transparent school improvement system.

☑ Clearly and consistently defines identification and exit criteria for schools in improvement.

☑ Facilitates the development of continuous school improvement plans based on leadership, talent development, instructional transformation, culture shift, and evidence-based strategies determined by a root cause analysis.

☑ Collaborates with outside education partners to mutually support school improvement efforts.

☑ Provides oversight, technical assistance, supports, resources, and monitoring.

Then...
An effective system will be created for sustainable school improvement.

And...
Student achievement will improve, achievement gaps will close, graduation rates will increase, and students will be college and career ready.

ncsi

Appendix 1-A: SEA, LEA, and School Responsibilities for School Improvement

SEA Responsibilities	LEA Responsibilities	School Responsibilities

• Identify lowest-performing 3% of all public schools and 5% of Title I schools in the state
• Inform Board members
• Inform school leaders, LEA superintendents/charter directors, and local board members of school identification
• Identify USBE-approved provider to conduct school needs assessments and root cause analysis
• Identify USBE-approved provider(s) for turnaround schools through a RFSQ and USBE-approved school support team leaders by application
• Conduct mandatory school improvement professional learning for school systems of support personnel
• Review and approve completed school improvement plans
• Provide technical assistance as needed
• Review quarterly (90-day plans) for progress of the implementation of SIP
 	
Tentative Deadlines:
 	
September: School improvement and turnaround schools are identified
 	
End of February: School needs assessments and root cause analyses are completed in identified schools
 	
March – May: School mprovement plans (SIPs) are created
 	
May: SIPs are submitted to the Utah State Board of Education
	• Proactively provide support for personnel in schools not making progress on State end-of-level assessments, ACT, graduation rates, and reducing achievement gaps
	• Consult with the school on the selection of USBE-approved turnaround providers and school support team leaders
	• Assign LEA member as the turnaround liaison to work with school leaders, providers, and state turnaround specialist
	• Assign a LEA peer review team to review the SIP to ensure accuracy and completeness
	• Present the completed SIP to the local school board
	• Present SIP to USBE
	• Receive and review the quarterly 90-day plans from the education provider or principal
	• Support and monitor the implementation of the revised SIP
	• Monitor the work of the turnaround consultant or school support seam during all phases of the improvement process and recommend continuation or discontinuation
	• Keep local board informed of the school's progress
	• Assist in arranging board presentations, if necessary
	• Manage budgetary costs associated with school improvement
	• Participate in mandatory meetings with the SEA
		• Determine members of school leadership team or school turnaround committee
		• Send parent notifications of school improvement identification
		• Prepare for school needs assessment process:
		  o Review the online needs assessment rubrics
		  o Identify and gather required supporting evidence
		  o Set a schedule for the SST to conduct the needs assessment
		  o Prepare necessary documentation, schedules, logistics, etc., as requested by SST
		  o Complete self-assessments and surveys
		  o Recruit and select a cross-section group of parents and students for the focus groups
		• Participate in turnaround provider or SSTL selection process with the LEA
		• Work closely with the school turnaround vendor or SSTL to create school improvement plan based on needs assessment and root causes
		• Implement the SIP with assistance from the turnaround provider or SSTL and additional LEA representatives
		• Continue to monitor progress by frequently participating in data monitoring and implementation reviews
		• Actively participate in designing 90-day plans with the Turnaround provider or SST
		• Participate in mandatory meetings with SEA

Assess Needs

The Continuous Improvement Cycle: Step 2
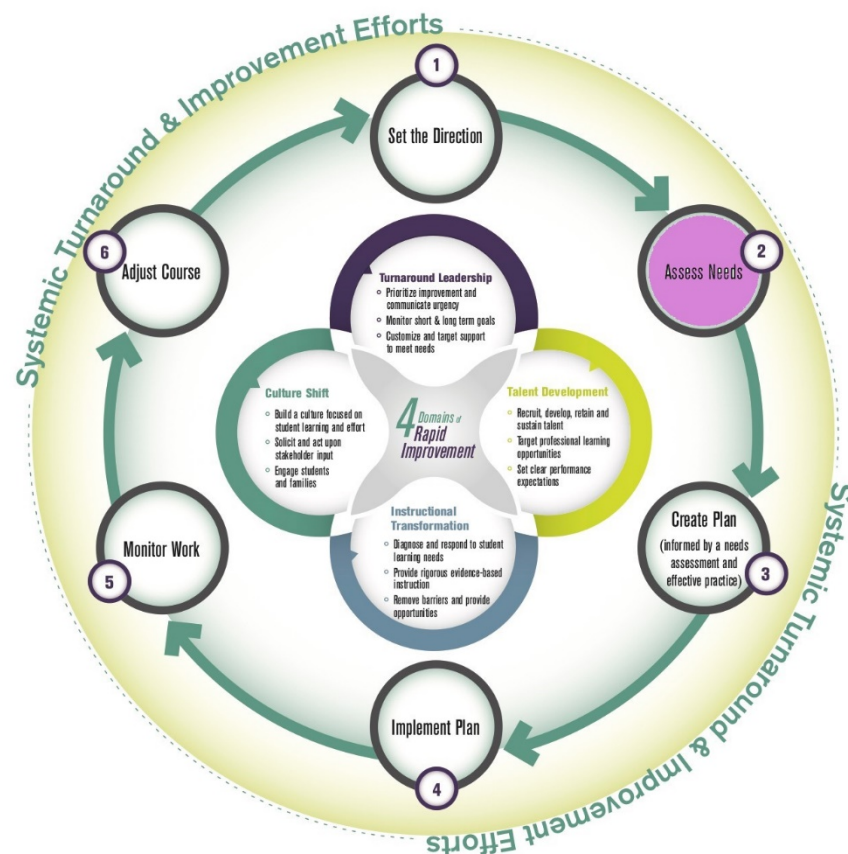
Step 2: Assess Needs

A needs assessment is a systematic process used to identify strengths and weaknesses within the context and constraints of the organization and dig deeper into root causes.[1]

What is a Needs Assessment?

The purpose of a needs assessment for school improvement is to gather and analyze both quantitative and qualitative data to "identify gaps between the current status of the school and its vision of where it wants to be, relative to key indicators or focus areas."[2] Identifying areas of weakness through a systematic needs assessment is an essential first step toward identifying and addressing root causes of low performance.

What is a Root Cause Analysis?

In the *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*[3], Preuss (2003) defines a root cause as "... the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction, of the symptom" (p.3). Preuss posits that because education is a complex social system, issues related to low-performance in schools may be the result of a combination of more than one root cause. Root cause analysis is a process used to identify the root cause(s) of a symptom, and, where the symptom is negative or undesirable, to find ways to dissolve the root rather than simply patching up and/or hiding the symptom.

Who Conducts the Needs Assessment and Root Cause Analysis?

The purpose of the system of support team is to guide a school identified for improvement through a comprehensive needs assessment and root cause analysis. The results of the needs assessment and root cause analysis will inform the development and implementation of a school improvement plan. The SIP should build on the school's identified strengths and remediate weaknesses leading to increased student achievement for each student and each student group.

The selection of the SST is the responsibility of the USBE, LEA, and school. SST members must:
- be external to the school (i.e., no one who serves as an administrator, teacher, assistant, or parent of a child in the school may serve as an SST member for that school);
- be approved by the USBE;

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[1] Corbett, J. & Redding, S. (2017). *Using needs assessments for school and district improvement: A tactical guide*. Washington DC: The Council of Chief State School Officers. San Francisco, CA: Center on School Turnaround @ WestEd.

[2] U. S. Department of Education. (2006). *Designing schoolwide programs: Nonregulatory guidance*. Washington, DC: Author.

[3] Preuss, P.G. (2003). *School leader's guide to root cause analysis: Using data to dissolve problems*. New York, NY: Routledge.

- complete required professional learning provided by the USBE school improvement team; and,
- use the processes and protocols developed and provided by the USBE to complete the school needs assessments and root cause analyses in critical needs schools.

The school leadership team (SLT) is comprised of the administrator(s) and teacher leaders in the school. The SST and SLT should work collaboratively to schedule and conduct all phases of the needs assessment and root cause analysis.

What Constitutes the Needs Assessment?

The importance of collecting multiple sources of data, both quantitative and qualitative, during the needs assessment process cannot be over-emphasized. In *From Needs Assessment to Action,* James Altschuld and Belle Witkin assert that, "…it is not possible to fully understand the nature and extent of either the current or desired status from a single source of information." They then state, "…multiple methods reduce reliance on the single measure and help us to more fully comprehend and appreciate the nature of needs." A balanced mixture of quantitative (state and local assessment results) and qualitative (e.g., stakeholder perceptions) data is essential to accurately ascertain the strengths and needs of a particular school.[4]

For that reason, Utah's needs assessment consists of four discrete phases:
- Collection of quantitative data related to the *Four Domains;*
- Collection of qualitative data related to the *Four Domains;*
- Analyses of data and prioritization of needs; and,
- Root cause analysis.

Each of these discrete phases is described below and in the appendices to this section.

Phase 1:   Quantitative Data Collection (Appendix 2-A)

The quantitative data collected to inform the Needs Assessment varies with each of the *Four Domains.* Using the Quantitative Data Analysis Worksheet found in Appendix 2-A, the school collects and analyzes specific quantitative data related to each domain, as follows:
- Talent Management: teacher attrition and teacher observation data sets;
- Instructional Transformation: state summative assessment data, by subject and student groups; district/school formative assessment data, by subject and student groups; and graduation rate data (high schools only);
- Culture Shift: climate survey data; attendance rate data; discipline/behavioral data.

The data collection tool on turnaround leadership is yet to be developed. In many ways, however, the data collected in the other three domains directly reflect on the quality of the turnaround leadership at the school.

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[4] Altschuld, J., & Witkin, B. 2000. *From needs assessment to action: Transforming needs into solution strategies.* Thousand Oaks, CA: Sage Publications, Inc.

Several guidelines, when followed, will strengthen the quantitative data collection and analyses. For example:

- Collect data for all domains from the same time period (e.g., school year 2016-17);
- Collect at least two data points for each data set to be analyzed (e.g., school years 2016-17 and 2017-18);
- Collect and analyze data by disaggregated student groups;
- Compare school data with LEA/district data and state data; and
- Define the number of participants ("n").

Phase 2:   Qualitative Data Collection (Appendices 2-B, -C, -D, -E, -F)

Utah's *School Needs Assessment Rubrics* are based on the *Four Domains for Rapid School Improvement: A Systems Framework*[5] and practices outlined for each domain. For each practice in each domain, there are indicators that describe what the practice looks like in the field. The School Needs Assessment Rubrics are Appendix 2-B. Appendix 2-C contains a School Self-Assessment Rubric that mirrors the School Needs Assessment Rubric for school personnel and stakeholders to complete prior to the arrival of the SST. The School Culture Survey (Appendix 2-D) and the Leadership Survey (Appendix 2-E) should also be completed prior to the onsite review conducted by the SST.

All interviews, focus group questions, and the Classroom Observation Tool are aligned with these four domain practices and indicators. Designed to collect perception (qualitative) data from key stakeholders, these tools inform the ratings on the Needs Assessment Rubrics. All of the qualitative data collection tools (interview and focus group questions, and Classroom Observation Tool) to use in this phase of the needs assessment are found in Appendices 2-F.

Each item on the qualitative data collection tools is cross-walked to the indicators in the Needs Assessment Rubrics. The crosswalk between the data collection tools and the rubric indicators is found in Appendix 2-F9. Interviews, focus groups, and classroom observations should be conducted prior to completing the Needs Assessment Rubrics. This phase of the needs assessment should be completed through the collaborative efforts of the SST and SLT.

Phase 3:   Data Analyses and Prioritization of Needs (Appendix 2-G)

In the third phase of the process, the SST and SLT are ready to analyze the qualitative and quantitative data that have been collected in the first two (data collection) phases of the needs assessment. Using Appendix 2-G: Analyzing Data and Prioritizing Needs will assist the SST and SLT in compiling and analyzing the data by each of the *Four Domains*.

At the end of the data analyses section for each domain is a highlighted textbox titled, "Narrowing the Focus." The items listed in these highlighted textboxes are the needs the SST

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[5] The Center on School Turnaround (2017). *Four domains for rapid school improvement: A systems framework.* San Francisco, CA: WestEd.

and SLT teams have identified as being the most important to address in that particular domain. The most important needs are compiled into a master list for the SST and SLT to review and prioritize.

In the introduction to *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*, Mike Schmoker asserts that "…our greatest opportunity for better schools [is]: a simple, unswerving focus on those actions and arrangements that ensure effective, ever-improving instruction."[6] Ample research supports that assertion. A thorough and honest assessment process in schools that calls for improvement is likely to identify numerous important needs. Schools with high rates of English learners, for example, often discover through the data collection and analyses processes that the instruction they are providing simply is not adequate to meet the needs of students learning English. More focus on oral language acquisition, building academic vocabulary, and/or providing verbal and instructional scaffolding may be necessary. Poor student achievement in math or reading may indicate other weaknesses in classroom instruction or curriculum. For example, student engagement during math classes may be lacking, which, in turn, impacts students' scores on math assessments.

The challenge at this phase of the needs assessment process is to narrow the focus to just a few high priority areas that are likely to have the greatest positive impact on student achievement. Educators have often participated in and been subjected to action plans that are "a mile wide and an inch deep." No one knows where to start, and little gets done as a result of the action planning process. To minimize that possibility and strengthen the odds that the SIP developed from the needs assessment and root cause analysis will actually be implemented successfully, it is essential to, "… determine which needs are the most important (i.e., to set priorities)."[7] Altschuld and Witkin describe several approaches for prioritizing needs, including simple rank ordering, disaggregated decision-making, and risk assessment. In school and district improvement processes, where there is likely to be a long list of complex needs and resources may be redirected as a result, it is important to prioritize needs that are most likely to lead to improved results.

Appendix 2-G suggests a three-step process for prioritizing needs:
- Step 1: Compile up to 14 needs identified during the data analyses phase of the process;
- Step 2: Independently prioritize five to seven of the 14 needs;
- Step 3: Collectively use importance and write out feasibility criteria to further refine the list of priority needs to three or four top priorities.

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[6] Schmoker, M. 2006. *Results now: How we can achieve unprecedented improvements in teaching and learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

[7] ibid

Phase 4:   Root Cause Analysis (Appendix 2- H)

Once the three or four top priority problems have been identified, a root cause analysis can be conducted to answer the questions: What are the underlying causes of this problem? Which of the underlying causes, if addressed, would eliminate or reduce the problem?

School systems are social systems – far more complex than mechanical or biological systems. Because of this complexity, it is often not possible to isolate a single root cause of a symptom or problem; several causes may be contributing to the problem. By addressing any one (or more) of multiple root causes, the problem/symptom can be reduced or eliminated.[8]

Often schools identify problems such as poor attendance through the data collection and analyses processes. A root cause analysis explores the underlying causes of poor attendance. Poor attendance might actually be a symptom of another deeper issue such as an attendance policy that is not uniformly communicated or enforced. The school's infrastructure may not support timely and accurate communication with parents. There may be additional root causes, as well.

Root causes can be found at several levels, including the programmatic and systemic levels. Programmatic root causes might relate to instructional processes, scheduling, administrative procedures, etc. Systemic root causes have more to do with policies, capacity, culture, organizational structures, etc. To the extent possible, SST and SLT members should try to focus on systemic root causes. Addressing systemic root causes is likely to have a greater and more lasting impact on solving problems.[9]

Directions for using two of the most common methods for conducting a root cause analysis are found in Appendix 2-H:
- The Fishbone Diagram, also known as an "Ishikawa Diagram" or a "Cause and Effect Diagram," was developed by Dr. Kaoru Ishikawa at the University of Tokyo in 1943. The diagram includes a central spine and several branches which resemble a fish skeleton.[10] The spines are used to represent categories that may cause the problem (e.g., curriculum, infrastructure, instruction, students, teachers, etc.). It is a useful graphic organizer for helping SST and SLT members brainstorm possible causes for a particular problem.[11]
- "The Five Whys" is used to move past symptoms and understand the root cause of a problem. By asking "why?" five times in succession, team members are able to delve into a problem more deeply. By the time they answer the fourth or fifth "why?" they are likely to be looking at the root cause of the problem.

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[8] Preuss, P. 2013. *School leader's guide to root cause analysis: using data to dissolve problems*. New York City, New York: Routledge.

[9] ibid.

[10] Retrieved on 11/15/17 from: www.morestream.com/toolbox/fishbone-diagram.cfm

[11] Love, N. et.al. 2008. *The data coach's guide to improving learning for all students: Unleashing the power of collaborative inquiry.* Thousand Oaks, CA: Corwin Press.

Conscientiously identifying root causes of the three to four identified priority problems will help the school determine which strategies are likely to be most effective in addressing the need and resolving the problem. The SST and SLT members should conduct a root cause analysis, using either the Fishbone Diagram or The 5 Whys approach, on each of the three or four problems identified in Phase 3 regarding prioritizing needs.

The identified needs will form the goals in the next step in the cycle of improvement: Create Plan. The root causes identified for each problem become the strategies used to accomplish the goals.

DOMAIN 2: TALENT MANAGEMENT

Beginning-of-year teacher vacancies as of October 1	2015-16		2016-17		2017-18		2018-19	
	School	LEA	School	LEA	School	LEA	School	LEA
Elementary – multiple subjects								
science, technology, engineering, math (STEM)								
English language arts								
History/social studies								
Special education								
Bilingual/English Language (EL) ESL endorsed teachers teaching ELD								
Annual teacher hires								
Elementary – multiple subjects								
science, technology, engineering, math (STEM)								
English language arts								
History/social studies								
Special education								
Bilingual/English language learner (EL)								
Teachers who left the school								
Teachers who have left the profession								

Teacher and administrator initial licensure level, endorsements, and higher degrees	Number of provisional teachers; percent of staff with higher-level licenses, endorsements, and degrees above bachelors	School three-year attrition rate	LEA three-year attrition rate	Teaching observations MGP's	% not effective & emerging/minimally effective	% effective & highly effective
Elementary – multiple subjects				Sec. 1L: The Learner & Learning		
Science, technology, engineering, math (STEM)				Standard 4: Content Knowledge		

English language arts					Standard 5: Assessment	
History/social studies					Standard 6: Instructional Planning	
Special education					Standard 7: Instructional Strategies	
Bilingual/English language learner (EL)					Sec. 3: Professional Practice	
Endorsements						
Higher degrees						
OVERALL					OVERALL	

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

A.   **State Assessment Results**
      * Note: after each percentage add "n" in parentheses.

Student Group Key
African American (AA)
American Indian (AI)
Asian (A)
Caucasian (C)
Hispanic (H)
Multiple Races (MR)
Pacific Islander (PI)
Female (F)
Male (M)
Economically Disadvantaged (ED)
Limited English Proficiency (LEP)
Students with Disabilities (SWD)
Mobile (MO)

Appendix 2-A: Quantitative Data Collection

By Subject Area	Percentage (%) of Students Performing At and Above Proficiency					
	School Year 2016-17			School Year 2017-18		
	SEA % ( )	LEA % ( )	School % ( )	SEA % ( )	LEA % ( )	School % ( )
ALL: English/language arts						
ALL: mathematics						
ALL: science						
K: KEEP						
1-3: DIBELS						
11: ACT						
11-12: IB						
9-12: AP						
By Student Groups n> or =40						
AA: English/language arts						
AA: mathematics						
AA: science						
AA: KEEP						
AA: DIBELS						
AA: ACT						
AA: IB						
AA: AP						
AI: English/language arts						
AI: mathematics						
AI: science						
AI: KEEP						
AI: DIBELS						
AI: ACT						
AI: IB						
AI: AP						
A: English/language arts						
A: mathematics						
A: science						

A: KEEP						
A: DIBELS						
A: ACT						
A: IB						
A: AP						
C: English/language arts						
C: mathematics						
C: science						
C: KEEP						
C: DIBELS						
C: ACT						
C: IB						
C: AP						
H: English/language arts						
H: mathematics						
H: science						
H: KEEP						
H: DIBELS						
H: ACT						
H: IB						
H: AP						
MR: English/language arts						
MR: mathematics						
MR: science						
MR: KEEP						
MR: DIBELS						
MR: ACT						
MR: IB						
MR: AP						
PI: English/language arts						
PI: mathematics						

PI: science						
PI: KEEP						
PI: DIBELS						
PI: ACT						
PI: IB						
PI: AP						
F: English/language arts						
F: mathematics						
F: science						
F: KEEP						
F: DIBELS						
F: ACT						
F: IB						
F: AP						
M: English/language arts						
M: mathematics						
M: science						
M: KEEP						
M: DIBELS						
M: ACT						
M: IB						
M: AP						
ED: English/language arts						
ED: mathematics						
ED: science						
ED: KEEP						
ED: DIBELS						
ED: ACT						
ED: IB						
ED: AP						
EL : English/language arts						
EL : mathematics						

EL science						
EL: KEEP						
EL : DIBELS						
EL : ACT						
EL : IB						
EL : AP						
EL: WIDA ACCESS						
SWD: English/language arts						
SWD: mathematics						
SWD: science						
SWD: KEEP						
SWD: DIBELS						
SWD: ACT						
SWD: IB						
SWD: AP						
MO: English/language arts						
MO: mathematics						
MO: science						
MO: KEEP						
MO: DIBELS						
MO: ACT						
MO: IB						
MO: AP						

B.   LEA Formative Assessments

By Subject Area	Percentage (%) of students performing at and above proficiency*					
	School year 2015-16		School year 2016-17		School year 2017-18	
	School	LEA	School	LEA	School	LEA
ALL: English/language arts						
ALL: mathematics						
ALL: science						
ALL: Other						

C.   High School Graduation Rates

By student sub groups	Percentage of H.S. seniors graduating								
	School year 2015-16			School year 2016-17			School year 2017-18		
	School	LEA	SEA	School	LEA	SEA	School	LEA	SEA
ALL									
AA									
AI									
A									
C									
H									
MR									
PI									
F									
M									
ED									
LEP									
SWD									
MO									

D.   High School Opportunities for Advanced Course work

Advanced course	Number of classes offered								
	School year 2015-16			School year 2016-17			School Year 2017-18		
	School	LEA	SEA	School	LEA	SEA	School	LEA	SEA
Concurrent enrollment									
AP									
IB									

DOMAIN 4: CULTURE SHIFT

A.   Attendance Rates

	School year 2015-16	School year 2016-17	School year 2017-18
School average daily attendance rate			

LEA average daily attendance rate			
State average daily attendance rate			
Chronic absenteeism			
Teacher absenteeism			

B.   Discipline/Behavior Incidents

	School year 2015-16	School year 2016-17	School year 2017-18
School: annual number of reported discipline/behavior incidents per 100 students			
LEA: annual number of reported discipline/behavior incidents per 100 students			
State: annual number of reported discipline/behavior incidents per 100 students			

C.   Options Available for Student Services/Resources

	School year 2015-16	School year 2016-17	School year 2017-18
Pre-kindergarten			
Extended day kindergarten			
All day kindergarten			
Afterschool program			
Summer school			
USDA school breakfast program			
National school lunch program			
After school snack program			
Fresh fruit and vegetable program			
At-risk afterschool meal program			
Guidance counselors			
Before school supervision			
Mentoring programs for students			
High achieving (Gifted and Talented) program			
Trauma-informed care			
External partnerships			
Social worker			

DOMAIN 1: TURNAROUND LEADERSHIP			
1A: Prioritize improvement and communicate its urgency			
1A1. Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.			

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal *does not* collaboratively develop a clear vision for the school's direction or meaningfully engage the school community to support it.	Principal *either* collaboratively develops a clear vision for the school's direction *or* meaningfully engages the school community to support a vision, *but does not do both*.	Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.	Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it. *Stakeholders can articulate the vision and its meaning.*

SOURCES **Check all that apply:** ___Interview ___Documentation ___Observation ___Focus Group	**POSSIBLE EVIDENCE:** • Vision posted in multiple places • Stakeholders relay vision and its meaning • Students understand the vision and can articulate it • Agendas and participation lists reflect community engagement in the development of school's vision	**Strengths:**
CROSSWALK Principal Interview: Q4 Teacher Interview: Q6 Parent Focus Group: Q12, 13 Staff Interview: Q4 Instructional Staff Interview: Q3 LEA Interview: Q1 (Q = Question)		**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 1: TURNAROUND LEADERSHIP

1A: Prioritize improvement and communicate its urgency

1A2. Principal intentionally distributes school leadership roles, convenes school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal *does not* distribute school leadership roles, convene a school leadership team, or share leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning.	Principal *ineffectively* distributes school leadership roles, *occasionally* convenes school leadership team to share leadership responsibilities and decision-making on issues related to curriculum, instruction and professional learning.	Principal intentionally distributes school leadership roles, convenes school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning.	Principal intentionally distributes school leadership roles, convenes school leadership team regularly and shares leadership responsibilities and decision-making on issues related to curriculum, instruction and professional learning *leading to improved teacher effectiveness*.

SOURCES	**POSSIBLE EVIDENCE:**	**Strengths:**
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Leadership Survey • Documentation of leadership team (e.g., organizational chart) • Collaboration meeting notes (e.g., PLCs, agendas, meeting schedules, notes)	
CROSSWALK Principal Interview: Q4 Teacher Interview: Q6 Staff Interview: Q1, 4 Instructional Staff Interview: Q3 Parent Focus Group: Q12, 13 Leadership Survey: Q5, 7, 9, 10, 11, 13	• Documentation of follow-up meetings with lead teachers regarding their roles • Documentation of training regarding teacher leadership roles • Documentation that decisions are implemented	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 1: TURNAROUND LEADERSHIP			
1B: Monitor short- and long-term goals			
1B1. School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge			

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The improvement plan is out of date and does not include current milestones to gauge progress.	School leadership develops an improvement plan that includes *goals* with milestones to gauge progress.	School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge progress.	School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge progress *leading to timely completion of milestones and goals or mid-course corrections*.

SOURCES	**POSSIBLE EVIDENCE:**	**Strengths:**
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Agendas of planning meetings • Improvement plan updated every 90 days • Summary of improvement plan posted on the website in a format and language that parents can understand	
CROSSWALK Principal Interview: Teacher Interview: Q2 Staff Interview: Q4 Instructional Staff Interview: Q3 Culture Survey: Q13 (Q = Question)		**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 1: TURNAROUND LEADERSHIP			
1B: Monitor short- and long-term goals			
1B2. Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.			
Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Principal *does not monitor* implementation of improvement strategies *or make changes* to personnel, programs, and methods to keep efforts on track.	Principal monitors implementation of improvement strategies *or* makes changes to personnel, programs, and methods to keep efforts on track, *but does not do both*.	Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.	Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track *leading to documented and improved student academic outcomes*.

SOURCES	**POSSIBLE EVIDENCE:**	**Strengths:**
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Principal conducts frequent observations of instruction • Collaborative meetings with School Leadership Team • Regular monitoring and reporting • Implementation of evidence-based strategies	
CROSSWALK Principal Interview: Q3 Teacher Interview: Staff Interview: Q4 Instructional Staff Interview: Q3 Culture Survey: Q14 Leadership Survey: Q4 (Q = Question)	• Procedures for making mid-course corrections when improvement • does not occur • Documentation of changes that • have been implemented • Use of research on effective implementation	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 1: TURNAROUND LEADERSHIP			
1B: Monitor short- and long-term goals			
1B3. Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.			
Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Principal *does not communicate* progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal *inconsistently communicates* progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups *using multiple media*.

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Local newspaper articles • School newsletters in multiple languages • School website • Automated telephone messaging in multiple languages • Flyers in multiple languages	
CROSSWALK Principal Interview: Teacher Interview: Q13 Instructional Staff Interview: Q3 Parent Focus Group: Q8 Ele. Student Focus Group: Q5 Sec. Student Focus Group: Q6 Culture Survey: Q19 Leadership Survey: 4 (Q = Question)	• Letters to parents/guardians in multiple languages • Multiple meeting times to accommodate parents/guardians • Documentation of parent meetings, events, town hall meetings, etc. • Daily planners, Monday folders, etc. • Annual reports to local board • Agendas for SCC meetings	**Challenges:**

Key:　　Avg. SST _____　　　Avg. School Self-Assessment _____

DOMAIN 1: TURNAROUND LEADERSHIP			
1C: Customize and target support to meet needs			
1C1. The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling.)			
Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
The LEA *does not grant* school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders *limited autonomy* to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling) *leading to documented and improved student academic outcomes*.

SOURCES	**POSSIBLE EVIDENCE:**	**Strengths:**
Check all that apply: ___Interview ___Documentation	• Principal interview • LEA interview • LEA/Association policies support, rather than hinder, school improvement efforts	
CROSSWALK Principal Interview: Q6 Culture Survey: Q7, 18 (Q = Question)		**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 1: TURNAROUND LEADERSHIP			
1C: Customize and target support to meet needs			
1C2. Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.			

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal *does not analyze* disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Principal *inconsistently analyzes* disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) *leading to documented and improved student academic outcomes*.

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Master schedule reflects adequate instructional minutes for core subjects (e.g., literacy block, math block, preparation time, etc.) • Budget allocations reflect academic needs	
CROSSWALK Principal Interview: Q8 Culture Survey: Q4, 7 Leadership Survey: Q6, 21 (Q = Question)	• Staffing patterns, including student-teacher ratios, are based on student need • Interruptions are minimal (e.g., intercom, students pulled out of class, etc.) • School day is organized around student learning (e.g., literacy block, math block, etc., preparation time, extra-curricular events do not disrupt instructional time)	**Challenges:**

Key:　　Avg. SST _____　　　Avg. School Self-Assessment _____

DOMAIN 2: TALENT DEVELOPMENT

2A: Recruit, develop, retain and sustain talent

2A1. Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal *does not have* an effective system for recruiting, placing, evaluating, retaining or replacing staff. *The school does not provide sufficient support for new teachers.*	Principal operates a system of procedures for recruiting, placing, evaluating, retaining or replacing staff *that does not meet the needs of the school. The school provides minimal support to new teachers in their first years of teaching.*	Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining, or replacing staff.	Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff *leading to the retention of qualified, effective staff.*

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Clear policy and procedure for recruiting, placing, evaluating, retaining, or replacing staff • Teacher evaluation system is implemented with fidelity • Clear expectations for teacher performance	
CROSSWALK Principal Interview: Q11, 12 Teacher Interview: Q7 Staff Interview: Q4 Instructional Staff Interview: Q3 Culture Survey: Q6 Leadership Survey: Q4, 12	• Documentation of observation and feedback • Instructional coaching • LEA/Association policies support, rather than hinder, school improvement efforts • The school provides an induction program to support new teachers in their first years of teaching	**Challenges:**

Key: Avg. SST _____ Avg. School Self-Assessment _____

DOMAIN 2: TALENT DEVELOPMENT			
2A: Recruit, develop, retain and sustain talent			
2A2. Principal consistently matches candidate competencies with school priorities and needs.			

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal fills vacancies with candidates who are minimally-qualified.	Principal *considers candidates' competencies* when filling vacancies.	Principal consistently matches candidate competencies with school priorities and needs.	Principal consistently matches candidate competencies with school priorities and needs, *and uses interview techniques specifically designed to reveal competencies leading to the retention of qualified staff.*

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Written interview protocol • District hiring and transfer policies	
CROSSWALK Principal Interview: Q11 Teacher Interview: Q12 Culture Survey: Q8 (Q = Question)		Challenges:

Key: Avg. SST _____   Avg. School Self-Assessment _____

2B: Target professional learning opportunities

2B1. Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Professional learning *is not differentiated*, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and Is not effective, evidence-based, content-specific pedagogy.	Professional learning is *occasionally differentiated*, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	Professional learning is differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	Professional learning is differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy *leading to documented and improved student academic outcomes*.

SOURCES:	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Teachers are prepared to meet student needs through specific professional learning • Student achievement data • Teacher performance data	
CROSSWALK Principal Interview: Q12, 13 Teacher Interview: Q11 Culture Survey: Q3, 8 (Q = Question)	• Agendas and minutes from professional learning sessions focus on content and differentiation appropriate to grade level • Professional learning is not LEA-mandated • Professional learning directly connects to student achievement goals and the improvement plan • Continuous instructional feedback for teachers	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 2: TALENT DEVELOPMENT

2C: Set clear performance expectations

2C1. Principal communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
School leader does not communicate clear goals for employees' performance that reflect the established evaluation system and does not facilitate exits of underperforming employees.	School leader communicates goals for employees' performance *in ways that may not reflect the established evaluation system or facilitate the exit of underperforming employees.*	School leader communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.	School leader communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees *leading to the retention of effective staff who meet the school needs.*

SOURCES:	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• A procedure is followed to ensure quality teaching • Teacher evaluation system and data • Clear performance expectations are communicated to teachers • Documentation of meetings (e.g., agendas, schedules, etc.)	
CROSSWALK Principal Interview: Q12 Teacher Interview: Q7 Staff Interview: Q4 Instr. Staff Interview: Q3, 6 Culture Survey: Q4, 17 Leadership Survey: Q1, 14	• Documentations of observation feedback • Teacher retention data	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION			

3A: Diagnose and respond to student learning needs

3A1. Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Teachers *minimally assess student progress*, using *assessments that are not aligned with Utah Core Standards*. Assessment *data are not used to plan for continuous improvement for each student*.	Teachers assess student progress *occasionally*, using assessments that are *not purposefully aligned* with Utah Core Standards. Assessment *data are occasionally used* to plan for continuous improvement for each student.	Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student *leading to documented and improved student academic outcomes*.

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Teachers use a variety of assessments to monitor and impact student progress (e.g., checklists, self-assessments, portfolios, rubrics, conferences, benchmarks, end of level)	
CROSSWALK Principal Interview: Q7, 9 Teacher Interview: Q3 Instr. Staff Interview: Q6 Ele. Parent Focus Group: Q8, 9 Sec. Parent Focus Group: Q10 Culture Survey : Q18 (Q = Question)	• Teacher teams develop common formative assessments • Student products, presentations, and/or research projects used for assessment purposes • Specific ways that assessments are used to inform instruction (student grouping, re-teaching, pre-teaching) • Examples of classroom assessments	Challenges:

Key: Avg. SST _____   Avg. School Self-Assessment _____

3A: Diagnose and respond to student learning needs

3A2. Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Instructional staff *does not provide* additional instruction, intervention, and enhanced learning opportunities as needed for continuous improvement for each student.	Instructional staff *occasionally provides* additional instruction, intervention, and enhanced learning opportunities, as needed, for improvement for each student.	Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities as needed, for continuous improvement for each student.	Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities as needed for continuous improvement for each student *leading to documented and improved student academic outcomes*.

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Opportunities for extra support (e.g., summer school, extended days, after-school, extra math or literacy classes) • Interventions by counselors, tutors, peer tutors, etc. • Programs designed to help parents assist their children with homework	
CROSSWALK Principal Interview: Q7 Teacher Interview: Q17 Parent Focus Group: Q5, 7, 10 Student Focus Group: Q3, 11 Culture Survey: Q8 (Q=Question)	• Use of student outcome data for decision-making and placement in after school programs, tutoring, etc. • Attendance logs, time/effort logs • Student evaluation reports • Programs for high-achieving students • Scheduling permits flexibility to meet instructional needs of students	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION			
3A: Diagnose and respond to student learning needs			
3A3. Instructional staff provides specific, constructive, academic and behavioral feedback to students.			
Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Instructional staff *does not provide* specific, constructive, academic, and behavioral feedback to students.	Instructional staff *occasionally provides* specific, constructive, academic, and behavioral feedback to students.	Instructional staff provides specific, constructive, academic, and behavioral feedback to students.	Instructional staff provides specific, constructive, academic, and behavioral feedback to students *leading to documented, academic growth of individual students*.

SOURCES	**POSSIBLE EVIDENCE**	**Strengths:**
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Student report cards are easily understood by parents and students • Students use feedback to improve performance • A behavior plan is modeled, posted, and practiced in classrooms, hallways, cafeteria, and other common areas	
CROSSWALK Teacher Interview: Q8, 18 Parent Interview: Q5, 10 Ele. Student Focus Group: Q5 (Q = Question)	• Observed equitable feedback to all students • Use of peer feedback • Verbal feedback that is specific, timely, and purposeful	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

3A: Diagnose and respond to student learning needs

3A4. Students regularly monitor and track their own academic progress toward clearly established benchmarks and standards.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Students *do not* monitor and track their own academic progress towards clearly established benchmarks and standards.	Students *occasionally* monitor and track their own academic progress towards clearly established benchmarks and standards.	Students regularly monitor and track their own academic progress towards clearly established benchmarks and standards.	Students *systematically* monitor and track *and can articulate* their own academic progress towards clearly established benchmarks and standards. *There is evidence that students and teachers collaboratively make plans to improve student learning*.

SOURCES:	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Student progress charts/graphs • Student use of portfolios to monitor their own academic progress • Formal and informal teacher/student conversations about performance • Students can articulate their goals and progress	
CROSSWALK Parent Focus Group: Q8, 10 Ele. Student Focus Group: Q5 (Q = Question)		**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION			
3B: Provide rigorous evidence-based instruction			
3B1. Curriculum and interventions are horizontally- and vertically-aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school.			
Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Curriculum and interventions *are not* horizontally- and vertically-aligned with the Utah Core Standards and *are not* evident at all grade level and/or departments in the school.	Curriculum and interventions *are* horizontally- and vertically-aligned with the Utah Core Standards *or* evident at all grade levels and/or departments in the school, *but not both*.	Curriculum and interventions are horizontally- and vertically-aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school.	Curriculum and interventions are horizontally- and vertically-aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school. *Staff can articulate how alignment informs instruction*.

SOURCES	**POSSIBLE EVIDENCE**:	**Strengths:**
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Lessons are aligned with Utah Core Standards • Teachers use evidence-based practices purposely aligned with Core Standards • Interventions are aligned with Utah Core Standards	
CROSSWALK Principal Interview: Q10 Teacher Interview: Q9 Sec. Student Focus Group: Q2 (Q = Question)	• Curriculum maps align standards, curriculum, instruction, assessment, and pacing guides • Textbook adoption procedures emphasize alignment with Utah Core Standards • Similar content delivered in all classrooms in each grade level and content area • Teachers use common formative assessment data to ensure students are learning the same standards.	**Challenges:**

Key: Avg. SST   _____   Avg. School Self-Assessment _____

3B: Provide rigorous evidence-based instruction

3B2. Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Instructional staff *does not* use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	*Some instructional staff* use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards, *resulting in improved achievement for all students*.

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Students work in differentiated small groups to address a variety of levels of student performance • Teachers use a variety of presentation strategies (e.g., lecture, demonstration, lab experiments, role plays, examples and non-examples, descriptions, vocabulary study)	
CROSSWALK Principal Interview: Q7 Teacher Interview: Q Ele. Student Focus Group: Q2 Sec. Student Focus Group: Q2 Culture Survey: Q4 (Q = Question)	• Use of disaggregated, longitudinal student achievement data to drive and differentiate instruction • Teachers monitor small groups • Technology is available and used appropriately to differentiate instruction	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

3C: Remove barriers and provide opportunities

3C1. The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous course work mirrors the overall school demographics.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The school *does not provide* each student with equitable opportunities to enroll in and complete rigorous coursework.	The school provides each student with *limited opportunities* to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework *does not mirror* the overall school demographics.	The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework mirrors the overall school demographics.	The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students *successfully completing* rigorous coursework mirrors the overall school demographics.

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Posted pathways to graduation • List of credit requirements • Availability of Concurrent Enrollment, AP, IB, and Credit Recovery • Gifted and Talented program offerings are available	
CROSSWALK Principal Interview: Q7 Teacher Interview: Q14, 15 Parent Focus Group: Q5, 12, 13, 17 Ele. Student Focus Group: Q2, 4 Sec. Student Focus Group: Q2, 6 Culture Survey: Q4 (Q=Question)	• Counselor records show individual student progress towards goals are being addressed • Master schedules for class availability • Parents/guardians can speak to areas where students are lacking and achieving towards academic goals • Classroom/teacher evaluations • address whether the coursework in • the class is rigorous • Principal tracks teacher grading practices	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION			
3C: Remove barriers and provide opportunities			
3C2. Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.			
Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Teachers *do not* teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Teachers *inconsistently* teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions *leading to documented positive school culture and climate*.

SOURCE	**POSSIBLE EVIDENCE:**	**Strengths:**
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• There is a school-wide behavior plan • There are school-wide rules, expectations, and consequences posted • Behavior expectations and consequences are posted in the classroom	
CROSSWALK Parent Focus Group: Q5, 10 Sec. Student Focus Group: Q7 (Q = Question)	• Defined set of rewards for positive actions • Behavior is a topic of PLC planning • Parents, students, and staff are engaged in developing the behavior plan • Fewer documented behavior incidents • Culture and Climate Survey	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 4: CULTURE SHIFT			

4A: Builds strong community focused on learning

4A1. Principal and teachers have high expectations for students and themselves.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal and teachers *do not* have high expectations for students and themselves.	Principal and teachers have high expectations *inconsistently* for themselves and for some students.	Principal and teachers have high expectations for students and themselves.	Principal and teachers have high expectations for students and themselves *leading to documented and improved student academic outcomes*.

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	- Documentation of personal performance goals for teachers and staff - School mission statement includes high expectations for students - School behavior plan is clear and consistent	
CROSSWALK Principal Interview: Q2 Teacher Interview: Q1 Staff Interview: Q2, 3 Instr. Staff Interview: Q2, 7 Parent Focus Group: Q5, 10 Sec. Student Focus Group: Q4 Culture Survey: Q1, 4 Leadership Survey: Q8 (Q = Question)	- There is visual representation of high expectations in the school - School leadership frequently discusses and revisits high expectations - School-wide goals represent high expectations and rigor - Classroom activities and classwork are challenging - An accountability process is in place to hold staff and students accountable for their work	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 4: CULTURE SHIFT			

4A: Builds strong community focused on learning

4A2. School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
School leadership *does not* celebrate short-term successes of students and teachers and *does not* keep the focus on long-term achievement and growth.	School leadership *occasionally* celebrates short-term successes of students and teachers *and may not* keep the focus on long-term achievement and growth.	School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.	School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth *leading to documented and improved student academic outcomes*.

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Written short- and long-term goals • Whole school and/or classroom celebrations that lead toward long-term goals • Goals/celebrations published online • Gains are made public	
CROSSWALK Principal Interview: Q2, 5 Teacher Interview: Q1, 10 Staff Interview: Q2, 14 Instr. Staff Interview: Q3 Parent Focus Group: Q11 Ele. Student Focus Group: Q8 Culture Survey: Q9, 11 Leadership Survey: Q8, 10, 16 (Q = Question)	• Principal reinforces positive behavioral and academic achievement • Student work displayed • Formal and informal recognition for students and teachers	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 4: CULTURE SHIFT			

4A: Builds strong community focused on learning

4A3. Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Professional learning programs for teachers *do not address evidence-based parent and family engagement strategies*.	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies *to a limited extent*.	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies *leading to increased parent and family engagement*.

SOURCES	POSSIBLE EVIDENCE:	
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Documentation of professional learning on how to effectively work with parents/families • Meeting dates of academic parent-teacher teams (APTT) • Parent attendance records • Records of home visits	**Strengths:**
CROSSWALK Instr. Staff Interview: Q5 (Q = Question)	• Dual capacity framework for parent and family engagement is being implemented	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

4A4. The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The school *does not attempt to engage* families in the academic success of their child.	The school *attempts to engage* families in the academic success of their child *with no clear vision or goal in engagement.*	The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.	The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort *leading to increased parent and family engagement*.

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• School website with pertinent parent information • School newsletter • Schedule of parent engagement activities • Parent engagement nights designed to assist parents in helping their children academically	
CROSSWALK Principal Interview: Q2 Teacher Interview: Q1 Staff Interview: Q2, 5 Instr. Staff Interview: Q8 Culture Survey: Q1, 2 (Q = Question)	• Individual student data • A clear policy and procedure for communicating with families • School-Parent Compact and/or policy • Home visit protocols and records • Academic parent/teacher teams (APTT)	Challenges:

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 4: CULTURE SHIFT			

4A: Builds strong community focused on learning			

4A5. The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The school *does not maintain* a positive, encouraging classroom and school culture where students feel safe and supported.	The school *attempts to maintain* a positive, encouraging classroom and school culture *where most students* feel safe and supported.	The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	The school maintains a positive, encouraging classroom and school culture where students feel safe and supported, *leading to a focus on learning and a documented decrease in disciplinary incidents*.

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• An effective system in place to gather and share stakeholder feedback • Documentation that feedback from stakeholders is used to make necessary changes to improve school and/or classroom culture	
CROSSWALK Principal Interview: Q2 Teacher Interview: Q1 Staff Interview: Q2, 3, 11 Instr. Staff Interview: Q2, 3, 7 Parent Focus Group: Q2, 3, 4 Ele. Student Focus Group: Q7 Sec. Student Focus Group: Q9 Culture Survey: Q 5, 10 Leadership Survey: Q16, 18 (Q = Question)	• Schoolwide behavior management plan • Anti-bullying policy • Emergency procedures handbook • Safety policy and procedures are practiced	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 4: CULTURE SHIFT

4A: Build strong community focused on learning

4A6. The school implements structures, policies, and routines for effective, focused, and collaborative work.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The school *does not implement* structures, policies and routines for effective, focused, and collaborative work.	The school *inconsistently implements* structures, policies and routines for effective, focused, and collaborative work.	The school implements structures, policies, and routines for effective, focused, and collaborative work.	The school implements structures, policies, and routines for effective, focused, and collaborative work *leading to documented and improved student academic outcomes*.

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• There are explicit and clear expectations for staff participation in focused, collaborative work • PLCs • Schedule allows for collaborative work • Effective lesson/unit plans	
CROSSWALK Principal Interview: Q2 Teacher Interview: Q1, 5 Staff Interview: Q2, 3 Instr. Staff Interview: Q2, 4, 7 Culture Survey: Q2 (Q = Question)	• Examples of common formative assessments • Evidence-based interventions informed by student data	**Challenges:**

Key: Avg. SST _____   Avg. School Self-Assessment _____

DOMAIN 4: CULTURE SHIFT

4B: **Solicit and act upon stakeholder input**
4B1. School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
School leaders *do not attempt to solicit or use stakeholder feedback*.	School leaders solicit and use *some stakeholder feedback*.	School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.	School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives *resulting in documented instances where feedback has been implemented to improve school improvement initiatives*.

SOURCES	POSSIBLE EVIDENCE:	Strengths:
Check all that apply: ___Interview ___Documentation ___Observation ___Focus Group	• Stakeholder surveys • Documented focus group responses • Feedback from suggestion boxes • Confidentiality policy and procedures • Minutes from SCC meetings • Minutes from PTA/PTO meetings	
CROSSWALK Principal Interview: Q2 Teacher Interview: Q1 Staff Interview: Q2, 5 Instr. Staff Interview: Q2, 4, 8 Parent Focus Group: Q8, 12 Culture Survey: Q15 (Q = Question)		Challenges:

Key: Avg. SST _____   Avg. School Self-Assessment _____

Appendix 2-C: School Needs Self-Assessment

The four domains of school improvement— Turnaround Leadership, Talent Development, Instructional Transformation, and Culture Shift—have been confirmed by research to impact successful school improvement efforts leading to increased student achievement.

This self-assessment may be used to formulate stakeholder surveys or focus group questions. Answering these questions and analyzing the collected data will assist the System of Support Team (SST) and School Leadership Team (SLT) in identifying school improvement needs and thinking about potential goals and strategies to improve student achievement.

Instructions:

Please assess your school by circling the rating that most accurately describes your impression.

DOMAIN 1. TURNAROUND LEADERSHIP	RATING			
A. Prioritize improvement and communicate its urgency				
1A1. Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.	Minimal	Partial	Sufficient	Substantial
1A2. Principal intentionally distributes school leadership roles, convenes school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning.	Minimal	Partial	Sufficient	Substantial
B. Monitor short- and long-term goals				
1B1. School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge progress.	Minimal	Partial	Sufficient	Substantial
1B2. Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.	Minimal	Partial	Sufficient	Substantial
1B3. Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	Minimal	Partial	Sufficient	Substantial
C. Customize and target support to meet needs				
1C1. The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	Minimal	Partial	Sufficient	Substantial

1C2. Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Minimal	Partial	Sufficient	Substantial

DOMAIN 2. TALENT DEVELOPMENT				
A. Recruit, develop, retain, and sustain talent				
2A1. Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining, or replacing staff.	Minimal	Partial	Sufficient	Substantial
2A2. Principal consistently matches candidate competencies with school priorities and needs.	Minimal	Partial	Sufficient	Substantial
B. Target professional learning opportunities				
2B1. Professional learning is differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	Minimal	Partial	Sufficient	Substantial
C. Set Clear Performance Expectations				
2C1. Principal communicates clear goals for employees' performance that reflect the established evaluation system and facilitate swift exits of underperforming employees.	Minimal	Partial	Sufficient	Substantial

DOMAIN 3. INSTRUCTIONAL TRANSFORMATION	**Rating**			
A. Diagnose and respond to student learning needs				
3A1. Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	Minimal	Partial	Sufficient	Substantial
3A2. Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.	Minimal	Partial	Sufficient	Substantial
3A3. Instructional staff provides specific, constructive, academic, and behavioral feedback to students.	Minimal	Partial	Sufficient	Substantial
3A4. Students regularly monitor and track their own academic progress toward clearly established benchmarks and standards.	Minimal	Partial	Sufficient	Substantial
B. Provide rigorous evidence-based instruction				

3B1. Curriculum and interventions are horizontally- and vertically-aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school.	Minimal	Partial	Sufficient	Substantial
3B2. Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access to the Utah Core Standards for all students.	Minimal	Partial	Sufficient	Substantial
C. Remove barriers and provide opportunities				
3C1. The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework mirrors the overall school demographics.	Minimal	Partial	Sufficient	Substantial
3C2. Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Minimal	Partial	Sufficient	Substantial

DOMAIN 4. CULTURE SHIFT				
A. Builds strong community focused on learning				
4A1. Principal and teachers have high expectations for students and themselves.	Minimal	Partial	Sufficient	Substantial
4A2. School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.	Minimal	Partial	Sufficient	Substantial
4A3. Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.	Minimal	Partial	Sufficient	Substantial
4A4. The school systematically engages families in the academic success of their child promoting a successful home/school collaborative effort.	Minimal	Partial	Sufficient	Substantial
4A5. The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	Minimal	Partial	Sufficient	Substantial
4A6. The school implements structures, policies, and routines for effective, focused, and collaborative work.	Minimal	Partial	Sufficient	Substantial
B. Solicit and act upon stakeholder input				
4B1. School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.	Minimal	Partial	Sufficient	Substantial

Appendix 2-D: School Culture Survey[1]

Rate each norm/value on the following scale:

1............................2...............................3.........................4.........................5........................6.........................7.......................8.....................9

(not characteristic)   (seldom characteristic)   (generally characteristic)   (almost always characteristic)

1. **Moral Purpose:** The school community is focused on a commitment to make a positive difference in the lives of students and their community. (4A1, 4A4)	1........2........3........4........5........6........7........8........9
2. **School Norms and Routines:** The school's norms, routines, and processes are conducive to improved student learning.	1........2........3........4........5........6........7........8........9
3. **Professional Learning Community:** A commitment to examining practice with a focus on improving student achievement exists. (4A6)	1........2........3........4........5........6........7........8........9
4. **Experimentation:** Ongoing professional development with an interest in trying new, evidence-based practices and evaluating the results is encouraged. (2B1)	1........2........3........4........5........6........7........8........9
5. **High Expectations:** There is a pervasive push for high standards-based performance for all students and all staff, using multiple data sources to inform assessments and personnel processes. (1C2, 2C1, 3B2, 3C1, 4A1)	1........2........3........4........5........6........7........8........9
6. **Trust and Confidence:** There is a pervasive feeling that people will do what is right between and across groups. There is no "us versus them." (4A5)	1........2........3........4........5........6........7........8........9
7. **Support for Personal and Professional Growth:** Individual coaching and mentoring are pervasive. (2B1)	1........2........3........4........5........6........7........8........9
8. **Tangible Support:** Financial and material assistance are aligned to the goals determined within a cycle of continuous improvement. People have what they need to do their work. (1C1, 1C2)	1........2........3........4........5........6........7........8........9
9. **Reaching Out to the Knowledge Base:** Use of current research, reading of professional journals, and attending professional development is evident. (2B1, 3A2)	1........2........3........4........5........6........7........8........9
10. **Appreciation and Recognition:** Quality student and faculty work and effort are recognized and appreciated. (1B3, 4A2)	1........2........3........4........5........6........7........8........9
11. **Caring, Celebration, Humor:** There is a sense of community with shared purpose and joy. Personal balance and health are values. (4A5)	1........2........3........4........5........6........7........8........9
12. **Appreciation and Leadership:** Leadership provided by teachers, principal, and other professional staff is appreciated. (4A2)	1........2........3........4........5........6........7........8........9
13. **Public Service:** Staff understands that their role is to serve the community. Staff respects and honors community values, culture, and contributions. (4A4)	1........2........3........4........5........6........7........8........9
14. **Clarity of Goals and Outcomes:** There is a coherent vision and action plan tied to measurable goals that members of the community can articulate and relate to their own work. (1A1, 1B1)	1........2........3........4........5........6........7........8........9
15. **Protection of What is Important:** School goals, priorities, and core cultural values are protected. (1B2)	1........2........3........4........5........6........7........8........9
16. **Involvement of Stakeholders in Decision Making:** Those who will be affected by decisions are involved in making them; diverse points-of-view are included and honored. (4B1)	1........2........3........4........5........6........7........8........9
17. **Traditions:** There are rituals and events that celebrate and support core school and community values.	1........2........3........4........5........6........7........8........9
18. **Honest, Open Communication:** Teaching and learning is public practice with multiple opportunities for peer- and administrative-observation and feedback. Coaching and feedback are valued among all practitioners. (2C1)	1........2........3........4........5........6........7........8........9
19. **Willingness to Confront the "Brutal Facts:"** A pervasive culture in which multiple data sources are used to expose student achievement gaps as well as gaps in instructional expertise, within the context of fostering "critical friendships." (1C2, 2A2, 3A1)	1........2........3........4........5........6........7........8........9

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[1] Brinkman, A., & Williams, E. (2018).

Appendix 2-E: Leadership Survey[1]

Directions: The statements describe specific principal skills. Please read each statement and select the response that most appropriately describes your assessment of your principal's current ability. Everyone's responses will be aggregated together. Please be honest and candid with your responses. Include all comments on the back of the sheet.

For each item, select the response that describes HOW EFFECTIVELY YOUR PRINCIPAL PERFORMS EACH SKILL.

1............2..............3.............4..............5.............6.............7.............8.............9
(not effective)   (moderately effective)   (very effective)

Statement	Response
1. The principal has consistent standards for employee performance. (2C1)	1.......2.......3.......4.......5.......6.......7.......8.......9
2. The principal conveys confidence in me.	1.......2.......3.......4.......5.......6.......7.......8.......9
3. The principal supports me in difficult conversations/situations.	1.......2.......3.......4.......5.......6.......7.......8.......9
4. The principal portrays a message of positive support and interest in student learning when doing drop-ins and observations. (1B2, 1B3, 2A1)	1.......2.......3.......4.......5.......6.......7.......8.......9
5. The principal communicates trust in me to complete a task or assignment. (1A2)	1.......2.......3.......4.......5.......6.......7.......8.......9
6. The principal is transparent with school budgets and funding allocations. (1C2)	1.......2.......3.......4.......5.......6.......7.......8.......9
7. The principal appropriately supports me in completing assigned tasks. (1A2)	1.......2.......3.......4.......5.......6.......7.......8.......9
8. The principal respects and builds me up. (4A1, 4A2)	1.......2.......3.......4.......5.......6.......7.......8.......9
9. The principal is open to questions regarding his/her decisions. (1A2)	1.......2.......3.......4.......5.......6.......7.......8.......9
10. The principal provides discussion opportunities regarding areas of teacher/student concern. (1A2, 4B1)	1.......2.......3.......4.......5.......6.......7.......8.......9
11. When tasks are assigned to teachers, the principal is open to more than one approach. (1A2)	1.......2.......3.......4.......5.......6.......7.......8.......9
12. The principal treats teachers equitably. (2A1)	1.......2.......3.......4.......5.......6.......7.......8.......9
13. The principal is available and listens to me when I am frustrated.	1.......2.......3.......4.......5.......6.......7.......8.......9
14. The principal is consistent in administering policy expectations. (2C1)	1.......2.......3.......4.......5.......6.......7.......8.......9
15. The principal is aware of his/her own weaknesses and is constantly striving to improve.	1.......2.......3.......4.......5.......6.......7.......8.......9
16. The principal has a positive relationship with students. (4A2, 4A5)	1.......2.......3.......4.......5.......6.......7.......8.......9
17. The principal is a real person to me.	1.......2.......3.......4.......5.......6.......7.......8.......9
18. The principal consistently follows through with discipline. (4A5)	1.......2.......3.......4.......5.......6.......7.......8.......9
19. The principal's presence in the lunchroom, playground, halls, etc., is effective.	1.......2.......3.......4.......5.......6.......7.......8.......9
20. The principal's voice tone and body language match his/her intended message.	1.......2.......3.......4.......5.......6.......7.......8.......9
21. The principal involves teachers in budget discussions and decisions. (1A2, 1C2)	1.......2.......3.......4.......5.......6.......7.......8.......9

[1] Brinkman, A., & Williams, E. (2018).

Appendix 2-F1: Principal/Assistant Principal Interview

School: _____

Name: _____

Date and Time of Interview: _____

Appraiser Number: _____

Read this script before beginning the interview.

Thank you for participating in this interview. My colleague will be taking notes while I ask the questions.

I know your time is valuable, so I will try not to extend beyond the time allotted for this interview, which is one hour. Because I want to ask every question, we may need to schedule another time to complete the interview.

I may have to cut you short or move on to another question because of time constraints. If I interrupt you, please accept my apologies, but it will be because we need to move on to the next question.

You may also decline to answer any question.

Please know that the opinions you voice are confidential. Your name will not appear in summary reports other than to indicate you were included in the interview process.

Do you have any questions before we begin?

1. How long have you been a principal? How long at this school?
2. How would you describe the culture or feel of your school? (probe for rules, practices and activities that foster a safe and orderly learning environment) (4A1, 4A2, 4A4, 4A5, 4A6, 4B1) 1 2 3 4
3. What is your school improvement plan? What parts of your school improvement plan are working? How do you know? What needs to be refined or changed? (1B2) 1 2 3 4
4. How do you promote a clear vision for the school's direction and meaningfully engage the school community to support it? (1A1) 1 2 3 4
5. How are student and teacher successes valued and celebrated? (4A2) 1 2 3 4
6. How much autonomy has the LEA (school district) granted to you to make the changes you have found necessary for improvement? (1C1) 1 2 3 4
7. How does the organization and structure of the school support the achievement of all students? (probe for SWDs, ELs, Economically Disadvantaged, G/T, etc…) (3A1, 3A2, 3B2, 3C1) How is the diversity of students embedded in the everyday instructional practice of the school? (3B2, 3C1) How do you ensure instruction is differentiated for each student? (3B2) 1 2 3 4
8. Principal Only: What data are used to inform decision-making and allocation of resources, including time, human, and fiscal, to improve student achievement? (1C2) 1 2 3 4
9. How often are data reviewed and how are they used to inform instructional practice? What types of data are reviewed consistently? (3A1) 1 2 3 4
10. How do you ensure assessments are aligned with Utah Core Standards? (3B1) 1 2 3 4
11. What do you look for in teachers and other staff that you recruit and hire? (2A1, 2A2) 1 2 3 4
12. How do you monitor the professional growth and effectiveness of teachers? (2A1, 2C1) How often do you do classroom observations and debriefing sessions with teachers? (2B1) How do you monitor the professional growth and effectiveness of para-educators? 1 2 3 4
13. How do you differentiate the content of professional learning to meet the needs of the staff and the school goals? (2B1) 1 2 3 4
14. Why do you think your school is in turnaround/improvement status? 1 2 3 4
15. What else would you like me to know about your school that we have not discussed?

Key: 1 = This does not seem to be an issue/concern for the interviewee. 4 = This is a huge issue/concern for the interviewee.

Appendix 2-F2: Teacher Interview

School: _____

Appraiser Number: _____

Date and Time of Interview: _____

Grade level/department: _____

Read this script before beginning the interview.

Thank you for participating in this interview.

I know your time is valuable, so I will not extend beyond the time allotted for this interview. Because I want to ask every question, we may need to schedule another time to complete the interview.

I may have to cut you short or move on to another question because of time constraints. If I interrupt you, please accept my apologies, but it will be because we need to move on.

You may also decline to answer any question.

Please know that the opinions you voice are confidential. Your ideas will not be identified with you as an individual and your name will not appear in interview summary reports, other than to say that you were a participant.

Do you have any questions before we begin?

Appendix 2-F2: Teacher Interview

1. How would you describe the culture, the working atmosphere in your school? (4A1, 4A2, 4A4, 4A5, 4A6, 4B1)   `1 2 3 4`
2. How are you involved in school improvement planning and implementation? (1A1, 1B1)   `1 2 3 4`
3. How do you use student data to drive your instruction? (3A1) How are data used to inform decisions made in the building, including decisions regarding time, human, and fiscal resources? (1C2)   `1 2 3 4`
4. How are decision-making roles (e.g., leadership team, dept. chairs, etc.) determined at your school? (1A2)   `1 2 3 4`
5. Walk me through your typical PLC. How effective are your PLCs? (4A6)   `1 2 3 4`
6. Does the school have a common vision? How was it developed? (1A1)   `1 2 3 4`
7. How often do you receive feedback from the principal/AP regarding your instruction? What type of feedback do you receive? (Probe for summative feedback only, observation only, no feedback, etc.) (2A1, 2C1)   `1 2 3 4`
8. How do you actively engage students in learning? (3A4)   `1 2 3 4`
9. How well do you feel you understand the Utah Core Standards? (3B1)   `1 2 3 4`
10. How are student and teacher success recognized and celebrated? (4A2)   `1 2 3 4`
11. Describe the professional learning you receive. How well does this meet your needs? (2B1)   `1 2 3 4`
12. How do the school and the LEA match teacher competencies to the needs of the school? (2A2)   `1 2 3 4`
13. How does the principal communicate progress on improvement goals and student achievement? (1B3)   `1 2 3 4`
14. How does the school provide each student with equitable opportunities to enroll in and complete rigorous coursework? (3C1)   `1 2 3 4`
15. How do you address rigor (DOK) in your daily teaching? (3C1)   `1 2 3 4`
16. What are the three best things happening at your school?   `1 2 3 4`
17. How do you differentiate instruction for your students? What intervention is provided? What enrichment is provided? (3A2)   `1 2 3 4`
18. How do you provide academic feedback to students and parents? (3A3)   `1 2 3 4`
19. Why do you think your school is in turnaround/improvement status?   Numeric list

Key: 1 = This does not seem to be an issue for the interviewee. 4 = This is a huge issue/concern for the interviewee.

Appendix 2-F3: Instructional Support Staff Interview

School: _____

Appraiser Number: _____

Date and Time of Interview: _____

Grade level/department: _____

Read this script before beginning the interview.

Thank you for participating in this interview.

I know your time is valuable, so I will not extend beyond the time allotted for this interview. Because I want to ask every question, we may need to schedule another time to complete the interview.

I may have to cut you short or move on to another question because of time constraints. If I interrupt you, please accept my apologies, but it will be because we need to move on.

You may also decline to answer any question.

Please know that the opinions you voice are confidential. Your ideas will not be identified with you as an individual and your name will not appear in interview summary reports, other than to say that you were a participant.

Do you have any questions before we begin?

Instructional Support Staff: Instructional Coach, School Leadership Team, School Librarian, Paraprofessionals, etc.

1. How long have you been working at this school? What is your primary responsibility?
2. How would you describe the culture, the working atmosphere in this school? (4A1, 4A2, 4A4, 4A5, 4A6, 4B1)   1 2 3 4
3. How effectively does the principal spend his/her time? What do you think he/she does in a day? (1A1, 1A2, 1B1, 1B2, 1B3, 2A1, 2C1, 4A2, 4A5)   1 2 3 4
4. How do you plan and work with teachers? (1A2, 4A6, 4B1)   1 2 3 4
5. Do you have the training you need to do your job? What else do you need? (4A3)   1 2 3 4
6. Do you think students are learning? Explain. (2C1, 3A1)   1 2 3 4
7. What kind of behavioral routines and expectations are there in the school for students? What behavioral problems are there in the school?   (4A1, 4A5, 4A6)   1 2 3 4
8. What does the local community think about the school? How do you know? (4A4, 4B1)   1 2 3 4
9. Why do you think your school is in turnaround/improvement status?   1 2 3 4
10. What else would you like me to know about your school?

Key: 1 = This does not seem to be an issue/concern for the interviewee. 4 = This is a huge concern/issue for the interviewee.

Appendix 2-F4: Non-Instructional Support Staff Interview

School: _____

Appraiser Number: _____

Date and Time of Interview: _____

Grade level/department: _____

Read this script before beginning the interview.

Thank you for participating in this interview.

I know your time is valuable, so I will not extend beyond the time allotted for this interview. Because I want to ask every question, we may need to schedule another time to complete the interview.

I may have to cut you short or move on to another question because of time constraints. If I interrupt you, please accept my apologies, but it will be because we need to move on.

You may also decline to answer any question.

Please know that the opinions you voice are confidential. Your ideas will not be identified with you as an individual and your name will not appear in interview summary reports, other than to say that you were a participant.

Do you have any questions before we begin?

Non-instructional Staff Interview: Secretarial Staff, Cafeteria Staff, Custodial Staff, etc.

1. How long have you been working at this school? What is your primary responsibility?
2. How would you describe the culture, the working atmosphere in this school? (Probe for student behavior, etc.) (4A1, 4A2, 4A4, 4A5, 4A6, 4B1)   `1 2 3 4`
3. What kind of behavioral routines and expectations are there in the school for students? What behavioral problems are there in the school? (4A1, 4A5, 4A6)   `1 2 3 4`
4. How effectively does the principal spend his/her time? What do you think he/she does in a day? (1A1, 1A2, 1B1, 1B2, 1B3, 2A1, 2C1, 4A2, 4A5)   `1 2 3 4`
5. What does the local community think about the school? (4A4, 4B1)   `1 2 3 4`
6. Do you think students are learning? Explain. (2C1, 3A1)   `1 2 3 4`
7. Why do you think your school is in turnaround/improvement status?
8. What else would you like me to know about your school?

Key: 1 = This does not seem to be an issue/concern for the interviewee. 4 = This is a huge concern/issue for the interviewee.

District: _____

School: _____

Name: _____

Date and Time of Interview: _____

Appraiser Number: _____

Read this script before beginning the interview.

Thank you for participating in this interview.

I know your time is valuable, so I will not extend beyond the time allotted for this interview, which is 20 to 30 minutes.

I may have to cut you short or move on to another question because of time constraints. If I interrupt you, please accept my apologies, but it will be because we need to move on with our discussion.

You may also decline to answer any question.

Please know that the opinions you voice are confidential. Your ideas will not be identified with you as an individual and your name will not appear in interview summary reports, other than to say that you were a participant.

Do you have any questions before we begin?

1. How was the LEA's direction for its schools developed? What are the "non-negotiables" of the LEA? How has the LEA's direction been communicated to both internal and external stakeholders?   `1 2 3 4`
2. How much and what types of autonomy does the LEA provide to school principals of schools that are in improvement status?   `1 2 3 4`
3. Describe the LEAs involvement in monitoring low performing schools' progress on short- and long-term goals in the school improvement plan.   `1 2 3 4`
4. How does the LEA use disaggregated data to inform decision-making and allocation of resources to its schools (time, human, and fiscal) to improve student achievement?   `1 2 3 4`
5. What process does the LEA use to match principal candidate competencies with school priorities and needs?   `1 2 3 4`
6. What differentiated/additional support does the LEA provide to schools that are in improvement status?   `1 2 3 4`
7. How does the principal compare to other principals in your LEA? In what leadership skills does this principal excel? What leadership skills are lacking?   `1 2 3 4`
8. Why do you think this school is in turnaround/improvement status?   `1 2 3 4`
9. What else would you like me to know about this school?

Key: 1 = This does not seem to be an issue for the interviewee. 4 = This is a huge issue/concern for the interviewee.

Appendix 2-F6: Parent Focus Group

Number of students and grade levels represented by parents in the focus group:

_____

School: _____

Date and Time: _____

Focus Group Moderator: _____

Thanks so much for being here.

In this focus group, I will pose a number of questions about your school.

Please feel free to respond at any time with answers.

I would like to hear from all of you so I will check for consensus often.

This focus group will take 30-60 minutes. We have a lot of questions so if someone has already said what you would like to say, there is no need to say the same thing. However, if you have something to add, please do.

Please be respectful of everyone in the group. If you disagree, please say so, but do it in a way that is kind and explain why you disagree.

All of your answers will remain confidential and no individual names will be recorded.

I may call on you if I haven't heard from you in a while.

Do you have any questions before we begin?

Appendix 2-F6: Parent Focus Group

1.	How long have your children attended this school?
2.	Fill in this sentence: My children attend this school because_____. (4A5)
3.	Do your children like school? Why or why not? (4A5) `1 2 3 4`
4.	Do you feel welcome at school? Why or why not? (4A5) `1 2 3 4`
5.	How well does this school support your children's individual learning needs? (Probe for special needs such as SpEd and Gifted, EL, etc.) (3A2, 3A3, 3C2, 4A1) `1 2 3 4`
6.	How does this school help parents to support learning at home? (4A4) `1 2 3 4`
7.	If your children are falling behind in school, what happens? How satisfied are you? (3A2) `1 2 3 4`
8.	How do you know if your children are succeeding in school? (3A1, 3A4, 4A4) `1 2 3 4`
9.	Describe the ways in which the school has communicated with you this year. Is the information provided in a format that is easy to understand? (Probe for the kinds of information parents receive from the school regarding their child's ongoing progress, overall progress, school activities, etc.) (1B3, 4B1) `1 2 3 4`
10.	What are the expectations for your child at this school? (Probe for academic, behavior, social, etc.) (3A2, 3A3, 3A4, 3C2, 4A1) `1 2 3 4`
11.	How does this school celebrate student success? (4A2) `1 2 3 4`
12.	What additional programs does this school provide that other schools do not provide? (1A1, 4B1, 4A4, 3C1) `1 2 3 4`
13.	What is the school's mission/vision? How was it developed? `1 2 3 4`
14.	How would you describe the principal? `1 2 3 4`
15.	Why do you think this school is in turnaround/improvement status? `1 2 3 4`
16.	Is there anything else you would like to add?

Additional questions for high schools

17.	How does the school ensure that each student receives opportunities to enroll in and complete rigorous coursework? (3C1) `1 2 3 4`
18.	How has the school prepared your child for college or career? `1 2 3 4`
19.	Is there anything else you would like to add?

Appendix 2-F6 (Spanish): Parent Focus Group

Number of students and grade levels represented by parents in the focus group:

_____

School: _____

Date and Time: _____

Focus Group Moderator: _____

Gracias por haber venido.

En este grupo le presentare con varias preguntas en cuanto esta escuela.

Siéntanse cómodos en contestar en cualquier momento.

Me gustaría escuchar de cada uno de ustedes. Preguntaré si están de acuerdo con las respuestas de otros a menudo.

Esta conversación tardará entre 30 y 60 minutos. Tenemos varias preguntas así que, si alguien dice lo que quería decir usted, no hay necesidad de repetir la respuesta. Sin embargo, si quieren agregar algo a las respuestas dadas, hagan favor de hacerlo.

Se respetuosos de todos en el grupo. Si está en desacuerdo con algo dicho, hagan favor de expresarlo de una manera apropiada y positiva.

Todas sus respuestas serán confidenciales y en el reporte final no se usará nombre cualquiera.

Si no he escuchado de ti, es probable que le pida responder.

¿Hay alguna pregunta antes de comenzar?

1. ¿Cuántos hijos/as tienen en esta escuela? ¿En qué grados?
2. ¿Cómo se sienten en cuanto a esta escuela? ¿Cómo se sienten sus hijos en cuanto a esta escuela?
3. ¿Se sienten bienvenido en la escuela? ¿Porque si o no?
4. ¿Cómo se les invita a participar a los padres de diversas culturas en la escuela? (pregúntesele sobre oportunidades de tomar decisiones a nivel escolar, en cuanto a la visión de la escuela, clases y oportunidades de aprendizaje para los padres)
5. ¿Cómo ayuda la escuela a que los padres apoyan el aprendizaje de sus hijos en casa?
6. ¿Cómo celebra el éxito académico de sus alumnos/as?
7. ¿Si están atrasados sus hijos, que pasa? ¿Cómo saben que este tipo de intervención ayuda a sus alumnos?
8. ¿Cómo se asegura la escuela de que todo alumno recibe oportunidades igual en estudiar materias de rigurosas?
9. Describan las maneras en que la escuela se pone en contacto con ustedes este año. ¿Se les provee información de manera comprensible y claro? (pregúntesele sobre notificaciones del bienestar académico de sus alumnos, su progreso en general y las actividades que provee la escuela)
10. ¿Cómo saben si sus alumnos están siendo exitosos?
11. ¿Cuáles son las expectativas para su hijo/a en la escuela? (pregúntesele sobre las expectativas académicos, sociales, culturales, y de comportamiento)
12. ¿Cuál es la visión/misión de la escuela? ¿Cómo fue escrita?
13. ¿Hay algo más que les gustaría agregar?

Number of students and grade levels of students in the focus group:

_____

School: _____

Date and Time: _____

Focus Group Moderator: _____

Read this script before beginning the focus group.

(Simplify language for elementary school student focus groups.)

Thank you for being here. In this focus group, I will ask a number of questions about your school.

Please feel free to respond at any time with answers.

I would like to hear from all of you.

Please be respectful of everyone in this focus group. If you disagree, please say so, but do it in a way that is kind and explains why you disagree.

This focus group will take 30-60 minutes. We have a lot of questions, so if someone has said what you would like to say, there is no need to say the same thing. However, if you have anything to add, please do so.

All of your answers will remain confidential/private and no individual names will be written down.

I may call on you if I haven't heard from you in a while.

Do you have any questions before we begin?

Elementary and Middle School Student Questions:
(In elementary schools, include students in 3rd grade and above. Have students wear name tags including grade level.)

1.	What grade are you in? How long have you been a student at this school?
2.	Are your classes interesting and challenging? Why or why not? Please give me some examples of the kinds of work you do in class. (3B2, 3C1)
3.	What do you like about your school?
4.	What do you like about your teacher(s)?
5.	What do you do if you don't understand something in class? How do you get help? (3B2)
6.	How do you know how well you are doing? (1B3, 3A3, 3A4)
7.	What do you think your principal does all day?
8.	Do you feel safe at school? Why or why not? (4A5)
9.	What do you have to do to receive rewards at school? (4A2)
10.	What kind of tests do you take? (3A1)
11.	What do you want to be when you grow up? What do you plan to do after you graduate from high school? (4A1)
12.	Is there anything else you would like to add?

High School Student Questions

1.	What do you like about your school?
2.	How effective is the instruction you receive? (3B1, 3B2, 3C1)
3.	What do you do if you don't understand something in class? How do you get help? Is that help effective? (3A2)
4.	Are your teachers' expectations too high or too low? (4A1)
5.	Are you actively engaged in your classes?
6.	How rigorous are your classes? (3C1)
7.	What are the behavioral expectations in your school? What happens if a student disrupts learning? 3C2)

8. What do you think your principal does all day?
9. Do you feel safe at school? Why or why not? (4A5)
10. What kind of tests do you take? (3A1)
11. How does your school help you prepare for college or career? (3A2)
12. Why is your school in turnaround/improvement status?
13. What do you plan to do after you graduate from high school? (4A1)

Appendix 2-F8: Classroom Observation Protocol

School: _____ District: _____ Grade level/subject: _____

Start time: _____ End time: _____ Date: _____ Observer: _____

Number of students: _____ Number of adults: _____

0	1	2	3	N/A	1. Instructional Practices
					a. Utah Core Standards and/or objectives communicated to all students [3B1, 3B2]
					b. Explicit instruction [3A2]
					c. Learning made relevant to students [3A2, 3B1]
					d. Key vocabulary emphasized [3A2]
					e. Instructional scaffolding evident [3A2, 3B2]
					f. Differentiated instruction evident [3A2, 3B2]
					g. Student interactions evident [3A3]
					h. Specific and/or constructive feedback provided [3A3]
					i. Teacher proximity to monitor student performance, understanding, behavior [3A2]
					j. Teacher actions related to standards or objectives [3B1]
					k. Frequent opportunities for students to respond [3A2]
					l. Instruction is culturally responsive to needs of students [3A2]
					m. Sheltered instructional strategies to support English learners [3A2]
					n. High expectations for all students [3C1, 4A1]
					o. Technology used to support Utah Core Standards [3A2]

	2. Student Engagement (Record % of students actively engaged)
	Check the following techniques observed: _____ a. Clear routines [3A2] _____ d. Students actively engaged [3C2] _____ b. Behavioral expectations [3A3] _____ e. Effective use of instr. time [3A2] _____ c. Students self-manage behavior [3A4, 3C2]
	3. Depth of Knowledge (DOK) Levels (Tally)
	Check the DOK levels observed during questioning and/or tasks: _____ 1. Recall/reproduction [3C1, 4A1] _____ 2. Skill/concept [3C1, 4A1] _____ 3. Strategic thinking [3C1, 4A1] _____ 4. Extended thinking [3C1, 4A1]
	4. Instructional Grouping
	Check the following instructional groupings observed: [3A1, 3A2] _____ a. Cooperative/collaborative learning _____ c. Whole group instruction _____ b. Small group instruction _____ d. Student seatwork/centers

0	1	2	3	N/A	5. Assessment Practices (Tally)
					a. Frequent checks for understanding [3A2, 3A3]
					b. Student self-monitoring of academic progress [3A4]

0	1	2	3	N/A	6. Classroom Climate
					a. Safe, orderly environment conducive to learning [4A5]
					b. Public recognition of student achievement and growth [4A2, 4A4]
					c. Literacy-rich environment [3A2]
					d. Content-rich environment (e.g., math, science, social studies, arts, etc.) [3A2]
					e. Student academic work displayed [4A2]

0=Missing and should be occurring; 1=Attempted; 2=Apparent; 3=Well Done; NA=Not applicable to lesson segment obse

Appendix 2-F8: Classroom Observation Protocol

PHYSICAL ENVIRONMENT

Element	0 – Strategy is missing; should be occurring	1 – Strategy is attempted	2 – Strategy is apparent	3 – Strategy is well done
Posted Expectations: Teacher has posted long-term expectations for important procedures and behaviors (4A5)	**Expectations are** • not posted	**Expectations are** • posted in terms of mostly negative behaviors. • difficult to find and/or read	**Expectations are** • posted in a visible location • there may be too few or too many expectations • posted in terms of positive behaviors	**Clear and effective expectations are** • posted in highly-visible location • posted for foundational behaviors that have been taught and are consistently reinforced
Posted Schedule: Teacher has posted schedule(s) for daily events and/or requirements (4A5)	• There is no schedule posted or if there is a schedule posted, it is not current	• a vague and generic schedule is posted	**Posted schedule:** • is current for daily activity • reflects general time intervals	**Clear and effective posted schedule:** • current and specific for daily activity • reflects general time intervals
Posted Learning Targets: Teacher has displayed relevant, current learning targets for core subjects (3A2, 3B1, 3B2)	• No objectives are posted • No learning targets are posted	**Posted objectives:** • may be vague, non-current, and/or written in "teacher language" • don't match lesson being taught	**Current content learning targets are** • posted/visible to students • written in "student language" (Students understand what they are going to learn that day and/or week.) • reflective of the lesson – a "chunk" of the core objective • referred to at the beginning of the lesson	**Clear and effective learning targets are** • posted - constantly visible to students • written in student-friendly terms so students understand what they are going to learn in that lesson • include success criteria • addressed at the beginning, during and at the end of the lesson
Room Organization: Physical arrangements facilitate easy student movement and access to materials (4A5)	**The room** • is chaotic and unorganized • is over-utilized for teacher storage (personal as well as school) • clutter in the room impedes teacher proximity • room arrangement impedes teacher proximity • arrangement creates safety issues	**The room** • is mostly unorganized • is over-utilized for teacher storage • arrangement and clutter impedes teacher proximity • arrangement presents possible safety issues	**The room** • is clutter-free • is arranged so that desks and materials are organized allowing teacher proximity and student movement • is arranged so the teacher's work station is positioned appropriately	**The room** • is clutter-free, including the teacher's desk • is arranged so that desks and materials are organized allowing teacher proximity, student movement, and various groupings for instruction • has a place for student materials • is arranged so the teacher's work station is positioned appropriately

Appendix 2-F8: Classroom Observation Protocol

INSTRUCTION

Element	0 – Strategy is missing; should be occurring	1 – Strategy is attempted	2 – Strategy is apparent	3 – Strategy is well done
Fidelity to the Core (3B1, 3B2)	**Teacher** • is not teaching core topics or objectives • is utilizing materials that are not LEA-approved for whole group and small group instruction	**Teacher** • is not consistently teaching core objectives • is utilizing materials that are not LEA-approved for whole group instruction	**Teacher** • is teaching a core topic and objective • has posted the objective in terms of core language • is using the language of the core	**Teacher** • is reviewing and teaching core topics and objectives • has posted the objective in terms of core language in student friendly terms • is using the language of the core as are students
Explicit Instruction (3A2) [check components observed] • Setting the stage • Explain/model • Guided practice • Small group • Independent practice • Supplemental intervention/extension • Closure	**Teacher** • most components of explicit instruction are not utilized • utilizes lecture and independent practice • small group instruction is not provided • does not check for understanding during instruction	**Teacher** • whole group instruction does not include explanation and modeling • instruction does not utilize small group or supplemental instruction • instruction in small groups is the same regardless of the student's academic level • occasionally checks for understanding during instruction	**Teacher** • instruction utilizes the components of explicit instruction • instruction in small groups provides intervention • frequently checks for understanding during instruction	**Teacher** • instruction has obviously been planned utilizing the components of the instructional framework • utilizes components of "I do, we do, you do" during whole group instruction • instruction in small groups provides intervention and extensions • frequently checks for understanding and adjusts lesson as necessary
Depth of Knowledge Tally (3C1, 4A1) DOK 1 (Recall) DOK 2 (Skill/Concept) DOK 3 (Strategic) DOK 4 (Extended)	**Teacher** • only utilizes questioning and learning at DOK 1 (recall) and DOK 2 (skill/concept) levels • assignments do not match the DOK level utilized during instruction	**Teacher** • only utilizes questioning and learning at DOK 1 (recall) and DOK 2 (skill/concept) levels • does not correlate learning to the level expected in the core for the standard being taught	**Teacher** • utilizes questions and active engagement at DOK 1 (recall), DOK 2 (skill/concept), and DOK 3 (strategic thinking) levels during the lesson • asks individual students and small groups DOK 3 questions while doing proximity	**Teacher** • utilizes questions and active engagement at DOK 1 (recall), DOK 2 (skill/concept), DOK 3 (strategic thinking), and DOK 4 (extended thinking) levels during the lesson • creates complex, open-ended assignments, where learners develop inventive solutions to real-world problems at a DOK 3 and 4 level • students and small groups reflect and discuss (without prompting) at DOK 3 and 4 levels

Use of Technology (3A2)	**Teacher** • does not use technology in instruction • does not utilize technology for student practice or interventions	**Teacher** • only uses technology as an informational page • uses technology for a "center" with no correlation to individual student needs	**Teacher** • utilizes technology as a part of everyday instruction • students utilize technology as a part of the daily routine	**Teacher** • utilizes technology as a part of everyday instruction • students utilize technology as a part of the daily routine • utilizes technology for world communication and feedback, project and writing forms, blogs, etc.
Differentiation (3A2)	**Teacher** • does not provide consistent language teaching for ESL students • does not provide differentiation	**Teacher** • provides language teaching for ESL students • provides differentiation in time and content for groups of students	**Teacher** • provides daily explicit language teaching for ESL students • provides differentiation in time, delivery, and content to meet the individual learning needs of special ed. students and gifted students	**Teacher** • provides daily explicit language teaching for ESL students aligned with Language Proficiency Levels • provides differentiation in time, delivery, depth, and content to meet the individual learning needs of special ed. students and gifted students

MANAGEMENT: FOCUSED (COMPLIANT) OVERALL %   ENGAGED (RESPONDING) OVERALL %

Element	0 – Strategy is missing; should be occurring	1 – Strategy is attempted	2 – Strategy is apparent	3 – Strategy is well done
Teacher plans, establishes, and communicates **expectations** so that students know what to do and when to do it (3A2, 3A3, 3A4, 3C2)	**Most students are** • unclear as to what they are supposed to do • doing whatever they desire (texting, chatting, roaming, doing work for other classes, etc.) • coming to class without materials or completed assignments	**Many students are** • unclear as to what they are supposed to do • doing whatever they desire (texting, chatting, roaming, doing work for other classes, etc.) • coming to class without materials or completed assignments	**Most students** • know the academic task they are supposed to be doing and are doing it • follow routines, procedures, behavioral and academic expectations • come prepared and ready to learn	**Generally, all students** • know the academic task they are supposed to be doing and are doing it • follow routines, procedures, behavioral and academic expectations • are comfortable in their environment and excited about learning • come prepared and ready to learn

	Teacher Behavior • expectations are stated • procedures are not in place • there are no routines to follow	**Teacher Behavior** • expectations are inconsistently stated • procedures are not routinely in place • routines are not firmly established	**Teacher Behavior** • expectations are stated • expectations have been taught as evident by student behavior • procedures and routines are evident • cueing reinforces expectations	**Teacher Behavior** • immediate expectations are clearly stated • expectations have been explicitly taught and are re-taught on an as-needed basis as evident by student behavioral habits • procedures and routines are evident • frequent cueing matches and reinforces expectations
Teacher defines time requirements "starting and ending," chunks tasks, and develops time awareness – **time management.** (3A2)	**Most students** • have too little or too much time to complete tasks • do not begin tasks immediately	**Many students** • have too little or too much time to complete tasks • do not begin tasks immediately	**Most students** • begin and complete tasks in a timely manner • are actively engaged in each portion of the task • transition efficiently from one task to another	**Generally, all students** • begin tasks immediately and complete tasks efficiently • are actively engaged in each portion of the task • transition efficiently from one task to another
	Teacher Behavior • lesson does not begin on time • there are no time limits to begin or end tasks • a sense of urgency is lacking • tasks are not chunked into coherent pieces • transitions are lengthy and require repeated instructions	**Teacher Behavior** • time limits are communicated but do not correlate to student need or task length • a sense of urgency is lacking • time limits are rarely given to begin or end tasks • tasks are not coherently chunked • transitions require repeated instructions	**Teacher Behavior** • time limits to begin a task are stated • time limits to end a task are stated and monitored • time is utilized bell to bell • time limits are reasonable according to the task and student need • tasks are chunked into time segments	**Teacher Behavior** • time limits are adjusted as needed • time limits to end a task are explicitly stated and monitored • instructional time is utilized bell to bell • time limits are reasonable according to the task and student need • time limits are adjusted when needed • tasks are chunked into appropriate amounts of time • teacher checks for completion and understanding of each chunk of the lesson • students are expected to work to the completion signal even though they may not finish the task

Shapes questions and devises opportunities for active engagement and/or student to student interaction – **Active Student Engagement** (3A2, 3C2)	**Most students** • are not actively responding during teacher-directed instruction (may be passively engaged or overtly off-task) • are not accountable to respond • call out answers chaotically	**Many students** • are not actively responding during teacher-directed instruction (may be passively engaged) • are not accountable to respond • are involved in side conversations, day-dreaming, or other off-task behaviors	**Most students** • are actively engaged during teacher instruction • are accountable to answer questions • exhibit "with-it-ness" with instruction	**Generally, all students** • are actively engaged during teacher instruction • are accountable to answer questions • exhibit "with-it-ness" with instruction
Tally Open Assessment Engagement	**Teacher Behavior** • student responses are not expected during lecture or instruction • questions asked to students are answered by teacher • assignments are given with no preparation through active engagement	**Teacher Behavior** • student active response is not utilized during teacher directed instruction • assignments are given with little preparation through active engagement	**Teacher Behavior** • learning is purposeful and actively engages most students • questions are phrased so that most students are accountable to respond • questions are phrased so most students respond • wait/think time is utilized so most students have an opportunity to think before responding • active student engagement is used to prepare students for independent work	**Teacher Behavior** • learning is purposeful and actively engages all students • questions are phrased so that all students are accountable to respond • student-to-student interaction is encouraged throughout instruction • wait/think time is utilized so all students have an opportunity to think before responding • active student engagement and interactions are used to prepare students for independent work

Appendix 2-F9: Crosswalk of School Needs Assessment Rubrics

				Source of Interview, Observation, or Focus Group						
1. Turnaround Leadership	Classroom	Principal	Teacher	Non-Instr. Support Staff	Instr. Support Staff	LEA	Parents	Students	Culture Survey	Leadership Survey
1A1: Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.		4	1, 6	4	3		12, 13		13	
1A2: Principal intentionally distributes school leadership roles, convenes school Leadership Team regularly and shares leadership responsibilities and decision-making on issues related to curriculum, instruction and professional learning.			1, 4	4	3, 4					5, 7, 9, 10, 11, 21
1B1: School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge progress.			2	4	3				13	
1B2: Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.		3		4	3				14	4
1B3: Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.			13		3		8	Ele. 5	9	4
1C1: The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling)		6							7, 18	
1C2: Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.		8							4, 7	6, 21

2. Talent Development	Classroom	Principal	Teacher	Non-Instr. Support Staff	Instr. Support Staff	LEA	Parents	Students	Culture Survey	Leadership Survey
2A1: Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff. The school provides an induction program to support new teachers in their first years of teaching.		11, 12	7	4	3				6	4, 12
2A2: The school matches candidate competencies with school priorities and needs.		11	12						18	
2B1: Professional learning is differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.		12, 13	11						3, 8	
2C1: School leader communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.		12	7	4	3, 6				4, 17	1, 4

3. Instructional Transformation	Classroom	Principal	Teacher	Non-Instr. Support Staff	Instr. Support Staff	LEA	Parents	Students	Culture Survey	Leadership Survey
3A1: Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	4 a-d	7, 9	3		6		8	Ele. 9 Sec. 10	18	
3A2: Instructional staff consistently provides evidence-based additional instruction, intervention, and enhanced learning opportunities as needed for continuous improvement for each student.	1 b-f, 1i, 1 k-l, 4 a-d, 5 a, 6 c-d	7	17				5, 7, 10	Sec. 3, 11	8	
3A3: Instructional staff provide specific, constructive academic and behavioral feedback to students.	1 g-h, 2 b, 5 a		8, 18				5, 10	Ele. 5		
3A4: Students monitor and track their own academic progress toward clearly established benchmarks and standards.	2 c, 5 a						8, 10	Ele. 5		
3B1: Curriculum and adopted interventions are horizontally and vertically aligned with the Utah Core Standard	1 a, 1 c, 1 j		9							
3B2: Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards	1 a, 1 e	7						Ele. 2 Sec. 2	4	
3C1: The school provides each student with equitable opportunities to enroll in and complete rigorous coursework	1 n, 3-1 to 3-4	7	14, 15				5, 12, 17	Ele. 2, 4 Sec. 2, 6	4	
3C2: Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	2 c, 2 d						5, 10	Sec. 2, 7		

4. *Culture Shift*	Classroom	Principal	Teacher	Non-Instr. Support Staff	Instr. Support Staff	LEA	Parent	Student	Culture Survey	Leadership Survey
4A1: Principal and teachers have high expectations for students and themselves.	1 n, 3-1 to 3-4	2	1	2, 3	2, 7		5, 10	Sec. 4	1, 4	8
4A2: School leadership celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.	6 b, 6 d	2, 5	1, 10	2, 4	3		11	Ele. 8	9, 11	8, 10, 16
4A3: Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.					5					
4A4: The school systematically engages families in the academic success of their child promoting a successful home/school collaborative effort.	6 b	2	1	2, 5	2, 8		6, 8, 12		1, 12	
4A5: The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	6 a	2	1	2, 3, 11	2, 3, 7		2, 3, 4	Ele. 7 Sec. 9	5, 10	16, 18
4A6: The school implements structures, policies and routines for effective, focused, and collaborative work.		2	1, 5	2, 3	2, 4, 7				2	
4B1: School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.		2	1	2, 15	2, 4, 8		8, 12		15	

I.   Data Analyses

After you have collected the quantitative data, using the Quantitative Data Collection Worksheets (Appendix 2-A) gathered all the qualitative data and used it to assign ratings to the Needs Assessment Appraisal Rubrics (Appendix 2-B), it is time to compile and analyze the data by domain.

DOMAIN 1: TURNAROUND LEADERSHIP

Narrowing the Focus: Qualitative Data/Needs Assessment Rubrics
List the **turnaround leadership** indicators that were rated "Minimal" or "Partial."
1)
2)
3)

DOMAIN 2: TALENT MANAGEMENT

A.   Quantitative Data on Teacher Attrition
    1.   Areas of licensure with the highest three-year attrition rate at your school:
        1)
        2)

    2:     Areas of licensure with the highest three-year attrition rate at your LEA:
        1)
        2)

    3.   Areas of licensure with the biggest gaps between school and LEA three-year attrition rates:
        1)
        2)

    4.   Based on your analyses of these data, where do you need to focus your teacher recruitment, retention, and support efforts?

    5.   What strategies could you use to recruit, retain, and support highly effective teachers?

B.   Quantitative Data on Teaching Observations
    1.   On which instructional sections/standards does your school have the highest percentage of teachers rated not effective and emerging/minimally effective?
        1)
        2)
        3)

    2.   What professional learning opportunities do/will you offer to strengthen your teachers' performance based on students' needs?

C.   Qualitative Data: Needs Assessment Rubrics
    List the **talent management** indicators that were rated "Minimal" or "Partial."
        1)
        2)
        3)

Narrowing the Focus

Based on these quantitative and qualitative analyses, what are the top three (3) priorities that need to be addressed in the **talent management domain**?

1.
2.
3

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

A.   ***Quantitative Data: State Assessment Results***

1) In which subject have all students at the LEA-level made the smallest gains (or decline) in proficiency from 2015-16 to 2017-18?

2) In which subject have all students at the school-level made the smallest gains (or decline) in proficiency from 2015-16 to 2017-18?

3) Based on 2017-18 data, in which subject is the gap in performance between students at your school and the SEA the greatest?

4) Based on 2017-18 data, in which subject is the gap in performance between students at your school and the LEA the greatest? (*Not applicable to single campus charter schools.)

5) Based on 2017-18 data, in which subject does your school's EL group perform most poorly?

6) Based on 2017-18 data, in which subject does your school's SWD group perform most poorly?

7) Based on 2017-18 data, for which disaggregated student group is the gap in performance between students at your school and the SEA the greatest?

8) Based on 2017-18 data, for which disaggregated student group is the gap in performance between students at your school and the LEA the greatest? (*Not applicable to single campus charters.)

9) Have significant school boundary changes occurred that have affected performance?

10) Have recalibrations of assessments resulted in changes to performance?

B.   ***Quantitative Data: School/LEA Formative Assessments***

Ask and answer questions 1, 2, *4, 5, 6, *8 based on the school/LEA formative assessment you collected.

B.1   ***Optional: High School Graduation Data***

Which disaggregated student group has the lowest percentage of students graduating with a standard or advanced diploma?

C.   ***Qualitative Data: Needs Assessment Rubrics***

List the **instructional transformation** indicators that were rated "Minimal" or "Partial."

1)
2)
3)

DOMAIN 4: CULTURE SHIFT

A.   Culture Survey Data
   1)   Based on the results of the School Culture Survey administered in SY 2017-18, what are three areas of greatest strength?
         a.
         b.
         c.
   2)   Based on the results of the School Culture Survey administered in SY 2017-18, what are three areas for improvement?
         a.
         b.
         c.

B.   Attendance Rates
   1)   Has your school's average daily attendance rate increased or decreased since 2015-16?
   2)   What is the gap between your school's and the LEA's average daily attendance rate in 2017-18?
   3)   What is the gap between your school's and the state's average daily attendance rate in 2017-18?

C.   Discipline/Behavior Incidents
   1)   Has your school's annual number of reported discipline/behavior incidents per 100 students increased or decreased since 2015-16?
   2)   Based on 2017-18 data, what is the gap between your school's and the LEA's number of reported discipline/behavior incidents per 100 students?
   3)   Based on 2017-18 data, what is the gap between your school's and the SEA's number of reported discipline/behavior incidents per 100 students?

D.   *Qualitative Data: Needs Assessment Rubrics*
    List the **culture shift** indicators that were rated "Minimal" or "Partial."
   1)
   2)
   3)

Narrowing the Focus
Based on these quantitative and qualitative analyses, what are the top 3 priorities that need to be addressed in the **culture shift domain**?
1.
2.
3

II. Prioritizing Needs

Step 1 in the prioritization process is to compile all the items/needs listed at the end of each data analyses section in the highlighted textbox titled "Narrowing the Focus." This list may include up to fourteen priority needs identified through the data analyses process: three needs from the turnaround leadership domain; three needs from the talent management domain; five needs from the instructional transformation domain; and three needs from the culture shift domain.

Step 2 in the prioritization process is to have individual team members identify priorities independently:
- Post identified needs (from the "Narrowing the Focus" sections of the data analyses) around the meeting room on chart paper.
- Give each stakeholder three colored dots.
- Ask each stakeholder to answer this question silently: Which of these needs, if addressed appropriately, will have the greatest positive impact on student achievement?
- Have stakeholders place their three dots next to the needs that they think, if addressed and solved, will have the greatest positive impact.
- Tally the dots.
- Announce the top five to seven priority needs that individual team members have identified.

Independent rankings of this kind minimize the tendency toward "group think" and appropriately value the knowledge and expertise of individual team members.

Step 3 of prioritization is narrowing the five to seven highest priority needs to three or four; this requires teamwork. Sork[1] has identified importance and feasibility criteria for prioritizing needs. The criteria have been slightly reworded to fit the school and district context, as follows:

Importance Criteria
- How many individuals does this need affect?
- If we took this step, to what extent would it contribute to the school's goals?
- Does the need require immediate attention, or will it resolve itself over time?
- How large is the difference between the current conditions and the desired results?
- To what extent would taking this step have a positive impact in other areas?

Feasibility Criteria
- To what degree can this step contribute to reducing or eliminating the need it is supposed to address?
- To what extent is the LEA willing/able to commit to this change?

---

[1] Sork, T. 1982. *Determining priorities.* Vancouver, Canada: University of British Columbia.

This third step in the prioritization process requires stakeholders (SST and SLT members) to work in small groups (five to seven) to apply criteria of importance and feasibility:

- Review and post the criteria for importance and feasibility.
- Direct the small groups to assess the top five recommendations on importance and feasibility criteria.
- Ask the small groups to evaluate each suggested priority on a one (low) to five (high) scale for importance and a one to five scale for feasibility.
- Have the groups tally and discuss.
- Have each group post and present its top three priorities with rationale.
- Tally and summarize the areas of consensus.

By the end of this process, stakeholders (SLT and SST members) will have come to consensus on the top 3 or 4 priority needs that should be addressed. These priority needs will become the subject of the next and final phase of needs assessment: Phase 4: Root Cause Analysis.

I. Fishbone Diagram

Directions:

1. Agree on the problem statement (also referred to as the effect). Write this at the mouth of the "fish." Be as clear and specific as you can about the problem. Beware of defining the problem in terms of a solution (e.g., we need more of something).
2. Agree on the major categories of causes of the problem (written as branches from the main arrow). Major categories in education often include: staff; students; management; environment; implementation; curriculum; instruction; teacher preparation/capacity, etc.
3. Brainstorm all the possible causes of the problem. Ask "Why does this happen?" As each idea is given, the facilitator writes the causal factor as a branch from the appropriate category (i.e., places it on the fishbone diagram). Write causes in several places if they relate to several categories.
4. Again ask "Why does this happen?" about each cause. Write sub-causes branching off the cause branches.
5. Continues to ask "Why?" to generate deeper-levels of causes and continue organizing them under related causes or categories. This will help you to identify and then address root causes to prevent future problems.

Use the graphic organizer below to record the discussion.
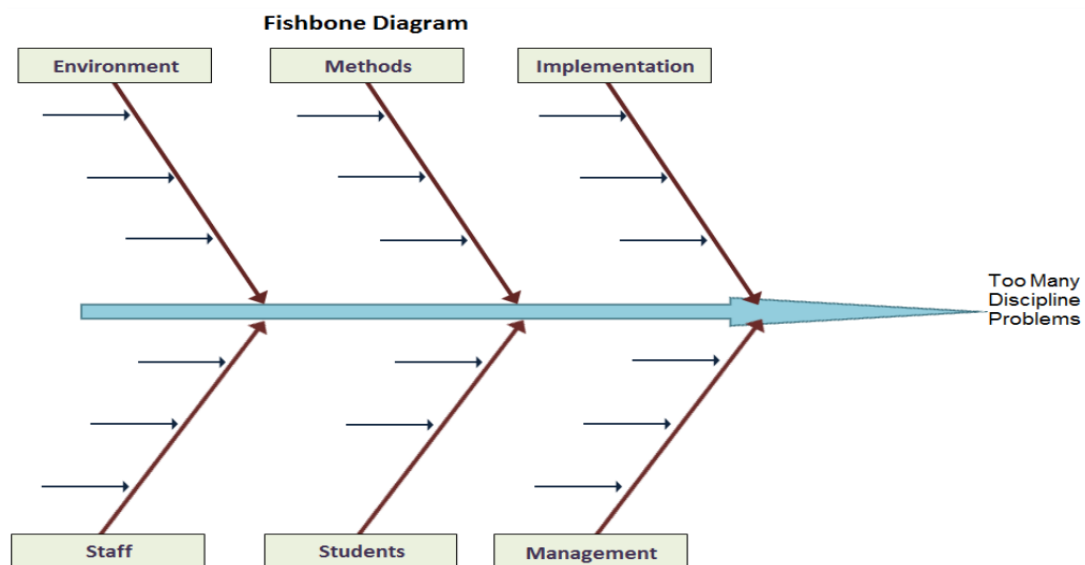
Fishbone Diagram

Directions:
1. Write down the specific problem. Writing the issue down helps you formalize the problem and describe it completely. It also helps a team focus on the same problem.
2. Ask "Why" the problem happens and write the answer below the problem.
3. If the answer you just provided does not identify the root cause of the problem that you wrote down in Step 1, ask "Why" again and write that answer down.
4. Loop back to Step 3 until the team agrees that the problem's root cause is identified. Again, this may take fewer or more times than five whys.

Use the graphic organizer below to record the discussion.

5 Whys:
Define the Problem – Why is it happening?

Why

Why

Why

Why

Why

22   3/17/11

Create Plan

The Continuous Improvement Cycle: Step 3
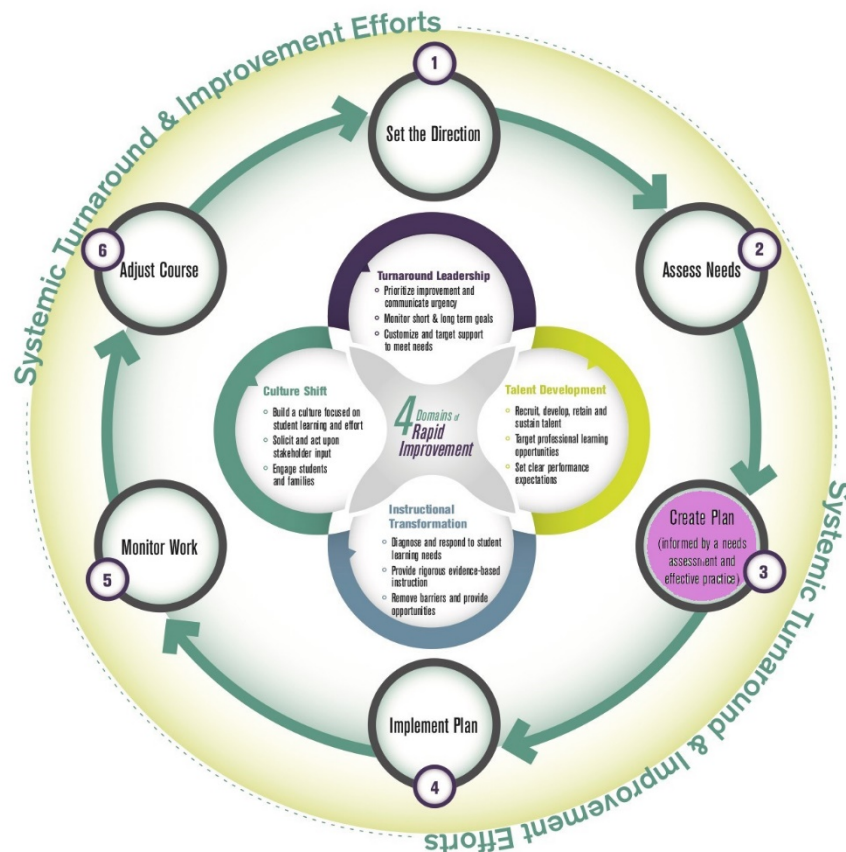
Step 3: Create Plan

Productivity is never an accident. It is always the result of commitment to excellence, intelligent planning, and focused effort. [1]

The school improvement plan (SIP) is developed based on the results of the needs assessment and root cause analysis. The SIP includes strategies (effective evidence-based practices), milestones (implementation indicators), actions (steps to the milestone), and a timeline for completing actions and meeting milestones. The SIP focuses on what the school and the adults in it will do to address the improvement needs identified in Step 2: The Needs Assessment. The focus is on implementing the evidence-based practices specified in the school's goals and goal performance measures to improve results for students as established in Step 1: Set the Direction.

Strategies

Strategies describe the work the school will undertake to accomplish its goals to improve student learning. A strategy usually takes two or more years to implement, and may take longer (Layland & Redding, 2017).[2] If a strategy can be accomplished in just one year, it is probably too narrow. It is likely a useful milestone within a broader strategy. Strategies are powerful, high-leverage work that build adults' capacity and changes adults' practice, behavior, and beliefs to increase student success.

It is important to review a variety of evidence-based practices to find the best strategy to match identified school priorities. Evidence-based practices are described for each domain in the *Four Domains for Rapid School Improvement.* For example, a key practice in the turnaround leadership domain is to prioritize improvement and communicate its urgency. Developing a leadership team to build and distribute leadership capacity is one strategy a school might undertake to prioritize improvement.[3]

Each strategy is composed as a theory of action (or logic model): *If we* (the work we will do), *then* (the direct, short-term impact on the organizations or people) *and* (their impact on students) (Redding & Layland, 2015).[4] The "If" part of the statement describes or is aligned to the evidence-based practice that the school will implement. The "then" part refers to the people directly impacted by the strategy. The final "and" part relates back to a goal to improve student learning. Writing a strategy as a theory of action helps clarify the role of each individual in ultimately improving student performance.

A few examples of strategy statements appear below:

- In the talent development domain*:* If we build a stronger induction and mentoring program, then new teachers will stay in our school longer, improve their instructional practices and increase student achievement.

---

[1] Paul J. Meyer

[2] Layland, A. & Redding, S. (2017). *Casting a statewide strategic performance net: Interlaced data and responsive supports.* San Antonio, TX: Building State Capacity and Productivity Center.

[3] The Center on School Turnaround. (2017). *Four domains for rapid school improvement: A systems framework.* San Francisco, CA: WestEd.

[4] Redding, S. & Layland, A. (2015). *Strategic performance management: Organizing people and their work in the LEA or SEA of the future.* San Antonio, TX: Building State Capacity and Productivity Center.

- In the instructional transformation domain*:* If we use professional learning community (PLC) time to analyze student data and plan lessons together, then all students will receive effective instruction to meet their needs and close achievement gaps.
- In the culture shift domain: If we engage parents more effectively in their child's learning, then parents will better understand the importance of regular attendance and student attendance rates will improve.

Milestones

Milestones are the large pieces of work required to implement the strategies. In fact, they are indicators of strategy implementation. Typically, milestones represent one year's work; however, in some planning systems, the duration varies with the implementation plan for the specific strategy.

Action Steps

Actions are the incremental steps necessary to complete a milestone. Actions include a timeline, resources needed, outputs, and person responsible.[5] Resources should take into consideration things such as the amount of time required to complete the action, printing costs, and salary/reimbursement expenditures. It is important to name a person, not just the person's title or position, who will be held responsible for completing the action.

The School Improvement Plan template is found in Appendix 3-A.

An excerpt of a plan to address a talent development priority appears below.

School Improvement Plan Example

Priority 1:   *Transparent system of procedures for recruiting and retaining teachers (2A1)*

Strategy 1.1:   *If* we build a stronger mentoring and induction program, *then* we will retain new teachers, improve their instructional practices *and* increase student achievement.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
# of vacancies at start of school year	HR records	3	1	0
3-year teacher attrition rate	HR records	30%	20%	5%
% of students proficient on state reading assessment	State assessment results	20%	30%	40%

---

[5] Layland, A. & Corbett, J. (2017). *Utilizing integrated resources to implement the school and district improvement cycle and supports: Guidance for schools, districts and state education agencies*. Washington DC: The Council of Chief State School Officers.

Milestone 1.1.1:   Create policies and procedures for a mentoring and induction program that include mentor qualifications, job description and reimbursement, as well as length and components of the induction program.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Convene team to review best practices regarding mentoring and induction and revise existing policies/procedures regarding mentoring and induction programs	Track changes document	September	Time for team to meet	Frank North (V.P)
2. Finalize mentoring and induction policy and procedures	Approved policy/ procedures	December	Time to finalize documents	Frank North (V.P.)
3. Communicate new mentoring and induction policy and procedures for the coming year	Written mentor job descriptions, new teacher induction requirements	February	Time for discussion on faculty agenda	Frank North (V.P.)

Milestone 1.1.2:   Implement the new mentoring and induction policy and procedure.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Recruit and hire mentors for the coming year	Recruitment flyers, signed agreements with mentors	February	Reimbursement for mentors	Frank North (V.P.)
2. Match mentors with new teachers	Assignments of mentors to new teachers	August	New teacher and mentor qualifications/ applications	Frank North (V.P.)
3. Meet regularly with mentors and new teachers to monitor effectiveness of the program	Regular meetings on the calendar	September - May	Time to meet - at least one hour/month	Frank North (V.P.)

Strategy 1.2:   *If* we recruit talent with specific turnaround competencies *then* we can fill vacancies that will inevitably occur during the turnaround process *and* provide continuous high-quality instruction that leads to increased student achievement.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
# of mid-year teacher vacancies	HR records	4	2	0
3-year teacher attrition rate	HR records	30%	20%	5%
% of students proficient on state reading assessment	State assessment results	20%	30%	40%

Milestone 1.2.1: <u>Identify and provide professional development on turnaround teacher competencies.</u>

Actions	Outputs	Timeline	Resources	Person Responsible
1. Provide professional development (PD) on turnaround teacher competencies	Professional development session on turnaround teacher competencies	October	Time to plan and deliver PD using: *School Turnaround Teachers: Competencies for Success* [6]	Jane West (Principal)
2. Participate in training to conduct Behavior Event Interviews (BEIs)	Professional Development session on BEIs	December	Registration fee and time to attend PD	Jane West (Principal)

Milestone 1.2.2: <u>Use competencies to select and hire turnaround teachers.</u>

Actions	Outputs	Timeline	Resources	Person Responsible
1. Recruit new teacher candidates, using competencies	Job descriptions with turnaround teacher competencies	March	Time to create job descriptions	Jane West (Principal)
2. Interview new teacher candidates, using competencies (BEIs)	BEI reports	April-June	Time to schedule and conduct BEIs, write reports	Jane West (Principal)
3. Select new teachers with the desired turnaround teacher competencies	Signed contracts	June-July	Competitive salaries for new teachers	Jane West (Principal)

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[6] Public Impact. (2008, 2016). *School turnaround teachers: Competencies for success*. Chapel Hill, NC: Author. Retrieved from http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competencies.pdf

Appendix 3-A: School Improvement Plan Template

At a Glance

Date of Plan:_____   State Turnaround/Title I Status:_____

School Name:_____   Address:_____

Principal:_____   Contact Information:_____

LEA: _____   Superintendent/Charter Director:_____

LEA Liaison/Contact: _____   LEA Liaison Title: _____

Board Chair: _____

Charter Authorizer: _____

School Leadership Team and SST Members Responsible for this Plan:

Name	Position	Signature	Date

Step 1:   Set the Direction

Based on the work completed in Step 1 of the continuous improvement cycle (Set the Direction), complete the table below.

School Vision:				
Indicator(s)	Data Source	Baseline Data	Y1 Target	Y2 Target
Goal 1:				
1.				
2.				
Goal 2:				
1.				
2.				
Goal 3:				
1.				
2.				
Goal 4:				
1.				
2.				

Appendix 3-A: School Improvement Plan Template

Step 2:   Assess Needs

Document the work completed in Step 2: Assess Needs.

1.   Check all data sources that were used to inform the ratings on the *Needs Assessment Rubrics:*

____ Human resource records re: turnover   ____ Compiled teacher observation data

____ State assessment results   ____ Local assessment results

____ High school graduation rates   ____ Compiled culture survey data

____ Student attendance data   ____ Behavior/discipline data

____ Policies and procedures   ____ Curriculum documents

____ Agendas, meeting notes   ____ Compiled leadership survey data

Other (please specify):

2.   Describe how the needs assessment, including the root cause analysis, was conducted and by whom.

3.   How was stakeholder input solicited and used in the needs assessment process?

4.   List the top priorities identified through the needs assessment/root cause analysis process.
      1.

      2.

      3.

      4.

Step 3:   Create Plan

For each priority identified in the needs assessment, identify evidence-based strategies to address the need/priority. Write strategies as logic models. For example:

If we (the evidence-based practice the school implements), **then** (what teachers, staff, parents, administrators, etc., will do as a result) **and** (what students will do as a result of the effective practice e.g., the student-focused goal this strategy supports).

Appendix 3-A: School Improvement Plan Template

For each strategy, identify performance measures that will be used to measure impact on adult behavior. Each strategy should also include milestones, with actions, outputs, timeline, budget and person responsible.

Priority 1: _____

Strategy 1.1: _____

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target

Milestone 1.1.1: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Milestone 1.1.2: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Strategy 1.2: _____

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target

Milestone 1.2.1: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Milestone 1.2.2: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Priority 2: _____

Strategy 2.1: _____

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target

Milestone 2.1.1: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Milestone 2.1.2: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Strategy 2.2: _____

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target

Milestone 2.2.1: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Milestone 2.2.2: _____

Appendix 3-A: School Improvement Plan Template

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Priority 3: _____

Strategy 3.1: _____

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target

Milestone 3.1.1: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Milestone 3.1.2: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Strategy 3.2: _____

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target

Milestone 3.2.1: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Milestone 3.2.2: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Appendix 3-A: School Improvement Plan Template

Priority 4: _____

Strategy 4.1: _____

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target

Milestone 4.1.1: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Milestone 4.1.2: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Strategy 4.2: _____

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target

Milestone 4.2.1: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

Milestone 4.2.2: _____

Actions	Outputs	Timeline	Resources	Person Responsible
1.				
2.				
3.				

90-DAY ACTION PLAN

LEA: _____

School: _____

Principal: _____

Date: _____

The 90-Day Action Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's improvement initiative designed to address the root cause(s) of low-performance.

GOAL SETTING: Along with Language Arts and Math proficiency rates, identify up to three additional goals for the current school year (i.e. graduation rate, promotion rate, attendance, discipline, student growth, targeted student group performance, college readiness, etc.)

	Goals	2017-2018 RESULTS	2018-2019 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency			
2	Math Proficiency			
3				
4				
5				

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the school improvement initiative forward and that the school's leadership team (SLT) participated in the development of the plan and supports its direction. My signature also indicates my commitment to ambitiously pursue goals, address priorities and root causes, and monitor progress. Finally, my signature confirms that this plan is a living document. Adjustments will be based on the analysis of ongoing data and lessons learned during the implementation process.

_____   _____

Principal's Signature   Date

LEA Commitment: My signature indicates this plan has been reviewed by LEA leadership and verifies that the content of the plan is aligned with the critical needs of the school. My signature confirms the LEA's commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation.

_____   _____

LEA Leader's Signature and Title   Date

Appendix 3-B 90-Day Action Plan – Priority #1

Improvement Initiative Priority 1: *(Which one of the Four Domains does this priority address?)*

Strategy 1.1: *(Given the goals identified, what problem needs to be addressed to achieve this priority goal? What is the evidence base? The strategy should be written as a theory of action (or logic model): If we (the work we will do), then (the direct, short-term impact on the organization or people) and (the collective impact on students).*

Evidence base:

Strategy Performance Measures: *(What will be different if you are successful in addressing this priority?)*

Indicator	Data Source	Baseline	Year 1 Target	Year 2 Target

Root Cause(s) to Address Priority 1: *(What do you believe is at the root of this problem? What evidence do you have to support this?)*

Milestone 1.1.1 *(What work is required to implement strategy 1.1?) (What critical actions during the next 90 days will address the root cause(s) identified above in order to achieve desired outcomes by the end of the school year?)*

Actions	Outputs	Timeline	Resources	Person(s) Responsible

Milestone 1.1.2 *(What work is required to implement strategy 1.1?) (What critical actions during the next 90 days will address the root cause(s) identified above in order to achieve desired outcomes by the end of the school year?)*

Actions	Outputs	Timeline	Resources	Person(s) Responsible

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments

Appendix 3-B 90-Day Action Plan – Priority #2

Improvement Initiative Priority 2: *(Which one of the Four Domains does this priority address?)*

Strategy 1.2: *(Given the goals identified, what problem needs to be addressed to achieve this priority goal? The strategy should be written as a theory of action (or logic model): If we (the work we will do), then (the direct, short-term impact on the organization or people) and (the collective impact on students).*	**Evidence base:**

Strategy Performance Measures: *(What will be different if you are successful in addressing this priority?)*

Indicator	Data Source	Baseline	Year 1 Target	Year 2 Target

Root Cause(s) to Address Priority 2: *(What do you believe is at the root of this problem? What evidence do you have to support this hypothesis?)*

Milestone 1.2.1 *(What work is required to implement strategy 1.1?) (What critical actions during the next 90 days will address the root cause(s) identified above in order to achieve desired outcomes by the end of the school year?)*

Actions	Outputs	Timeline	Resources	Person(s) Responsible

Milestone 1.2.2 *(What work is required to implement strategy 1.1?) (What critical actions during the next 90 days will address the root cause(s) identified above in order to achieve desired outcomes by the end of the school year?)*

Actions	Outputs	Timeline	Resources	Person(s) Responsible

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Potential Adjustments**

Appendix 3-B 90-Day Action Plan – Priority #3

Improvement Initiative Priority 3: *(Which one of the Four Domains does this priority address?)*

Strategy 1.3: *(Given the goals identified, what problem needs to be addressed to achieve this priority goal? The strategy should be written as a theory of action (or logic model): If we (the work we will do), then (the direct, short-term impact on the organization or people) and (the collective impact on students).*

Evidence base:

Strategy Performance Measures: *(What will be different if you are successful in addressing this priority?)*

Indicator	Data Source	Baseline	Year 1 Target	Year 2 Target

Root Cause(s) to Address Priority 2: *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)*

Milestone 1.3.1 *(What work is required to implement strategy 1.1?) (What critical actions during the next 90 days will address the root cause(s) identified above in order to achieve desired outcomes by the end of the school year?)*

Actions	Outputs	Timeline	Resources	Person(s) Responsible

Milestone 1.3.2 *(What work is required to implement strategy 1.1?) (What critical actions during the next 90 days will address the root cause(s) identified above in order to achieve desired outcomes by the end of the school year?)*

Actions	Outputs	Timeline	Resources	Person(s) Responsible

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments

Appendix 3-B 90-Day Action Plan – Priority #4

Improvement Initiative Priority 4: *(Which one of the Four Domains does this priority address?)*

Strategy 1.4: *(Given the goals identified, what problem needs to be addressed to achieve this priority goal? The strategy should be written as a theory of action (or logic model): If we (the work we will do), then (the direct, short-term impact on the organization or people) and (the collective impact on students).*	**Evidence base:**

Strategy Performance Measures: *(What will be different if you are successful in addressing this priority?)*

Indicator	Data Source	Baseline	Year 1 Target	Year 2 Target

Root Cause(s) to Address Priority 2: *(What do you believe is at the root of this problem? What evidence do you have to support this hypothesis?)*

Milestone 1.4.1 *(What work is required to implement strategy 1.1?) (What critical actions during the next 90 days will address the root cause(s) identified above in order to achieve desired outcomes by the end of the school year?)*

Actions	Outputs	Timeline	Resources	Person(s) Responsible

Milestone 1.4.2 *(What work is required to implement strategy 1.1?) (What critical actions during the next 90 days will address the root cause(s) identified above in order to achieve desired outcomes by the end of the school year?)*

Actions	Outputs	Timeline	Resources	Person(s) Responsible

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments

Appendix 3-B: 90-Day Plan Template

Quick Win Plan
(Only for first semester)

In a few sentences, describe how your school will achieve early and noticeable "wins" that assert forward momentum for the improvement initiative. These quick wins will generate positive traction toward your school's improvement purpose by mobilizing observable cycles of turnaround success. Quick wins should be initiated, and potentially achieved, within the first 30 school days and can serve as the initial actions to address the problems of practice highlighted in this plan.

	Identify up to 4 specific actions that will make the quick win plan happen.		
	Action	**Person Responsible**	**Timeline**
1			
2			
3			
4			

Appendix 3-B: 90-Day Plan Template
90-Day Plan Development & Reflection Tool

Overall Reflections/Feedback: *(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities to address root cause(s) identified through the comprehensive needs assessment.)*

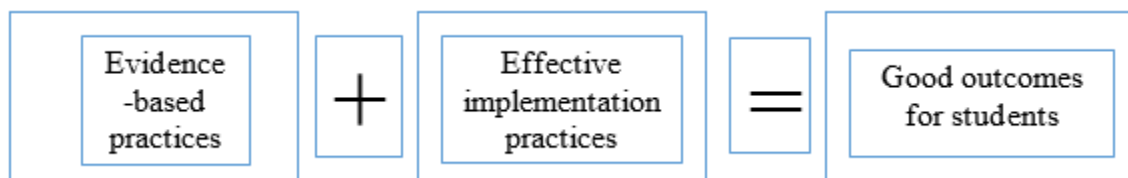| Turnaround Purpose & School Goals	Clearly Evident	Solid Progress	Limited Progress	Not Evident
Is the school's improvement purpose clearly articulated? Will the language used inspire stakeholders to engaged in and commit to the improvement initiative's success?				
Have measureable school-wide goals been identified using available baseline data? Are there clearly articulated milestones to monitor progress toward goals?				
School's Priorities				
Are the identified priorities clearly articulated? Do they seem appropriate and provide focus to address the school's critical needs/root cause(s)?				
Is there a strategic focus on using data to inform instruction? Does at least one priority focus on improving/aligning curriculum, instructional delivery, formative assessment, data analysis, or improving intervention practices to meet student needs?				
Are the desired outcomes ambitious enough to ensure the school will exit improvement status? Will the desired outcomes correct or eliminate the priority (problem)/root cause(s)?				
Root Causes				
Does each priority have a <u>clear</u> root cause hypothesis on why the problem exists? Has school leadership attempted to identify <u>addressable</u> hypotheses (i.e. those within the locus of their control)?				
Has each root cause been identified through intentional analysis of the problems identified during the comprehensive needs assessment (e.g. The 5 Why's or Fishbone exercises accompanied by supporting data points?)				
Most Critical Actions to Address Priorities				
Do the actions identified promote urgency toward addressing the identified priorities? Consider the timelines provided and the boldness of actions.				
Are the identified actions specific enough to ensure focus on the acknowledged priorities?				
Are action items strategically owned by specific school personnel to ensure accountability to implementation of the plan?				
Progress Toward Addressing Priority				
Does the 90-day plan include clear progress indicators to assist the school and LEA in regularly monitoring progress toward addressing each priority addressed in the comprehensive needs assessment?				

Implement Plan

The Continuous Improvement Cycle: Step 4
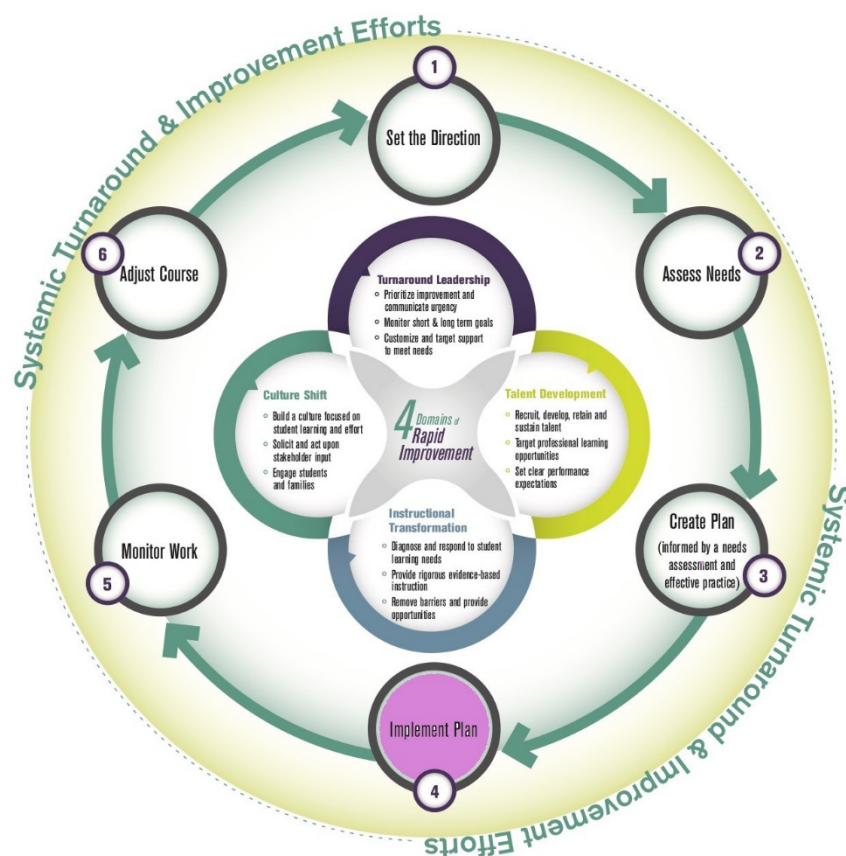
Step 4:   Implement the Plan

Implementation is a specified set of activities designed to put into practice an activity or program of known dimensions.[1]

A thoughtfully developed school improvement plan, completed in Step 3 of the Continuous Improvement Cycle, describes the set of activities (i.e., evidence-based strategies, milestones and action steps) that the school will carry out to address identified needs/priorities. Implementation is the process through which a school carries out the plan with fidelity. Evidence-based practices, combined with effective implementation result in good outcomes for students.

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┌─────────────┐       ┌─────────────┐       ┌─────────────┐
│  Evidence   │       │  Effective  │       │ Good outcomes│
│   -based    │   +   │implementation│  =   │ for students │
│  practices  │       │  practices  │       │             │
└─────────────┘       └─────────────┘       └─────────────┘
```

"Choosing an evidence-based practice is one thing, implementation of that practice is another thing altogether…"
(Fixsen, Blasé, Horner, & Sugai, 2009)

According to researchers at the National Implementation Research Network (NIRN), implementation occurs in discernable stages. There are also common components (drivers) of successfully implemented programs. Effective implementation incorporates best practices related to both the stages of implementation and the implementation drivers. Implementation teams are responsible for doing the work of implementation.

Implementation Teams
Purposeful, active, and effective implementation work (making it happen) is done by implementation teams. The make-up of these teams may vary from school to school. An implementation team may have the same members as the school leadership team. However, the roles and responsibilities of the implementation team are very different from those of the school leadership team. An implementation team may include intermediary organizations that help others implement a variety of evidence-based programs. Other implementation teams develop on site with support from groups outside the organization or system. Whatever the make-up, an implementation team is more than a name. The implementation team is accountable for making it happen, for implementing the improvement plan, and for assuring that effective interventions and effective implementation methods are used to produce intended outcomes for students.

An implementation team should consist of three to five people who promote effective, efficient, and sustainable implementation, organization change, and system transformation work. Implementation

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[1] The National Implementation Research Network, FPG Child Development Institute, University of North Carolina, Chapel Hill.

research shows that 80% of schools with implementation teams demonstrated effective implementation over a three-year period, while only 14% of schools were successful without implementation teams.

Stages of Implementation

The science of implementation, as described by NIRN, and the experience of practitioners demonstrate that effective implementation takes time. Skipping over one stage of implementation may doom an entire effort to failure. However, the stages are both sequential and iterative. If one stage has not been adequately completed before moving on to the next, an implementation team may recognize the need to circle back to an earlier stage before it moves to the next stage in the sequence. The graphic below shows the sequence of the stages and general descriptors associated with them.
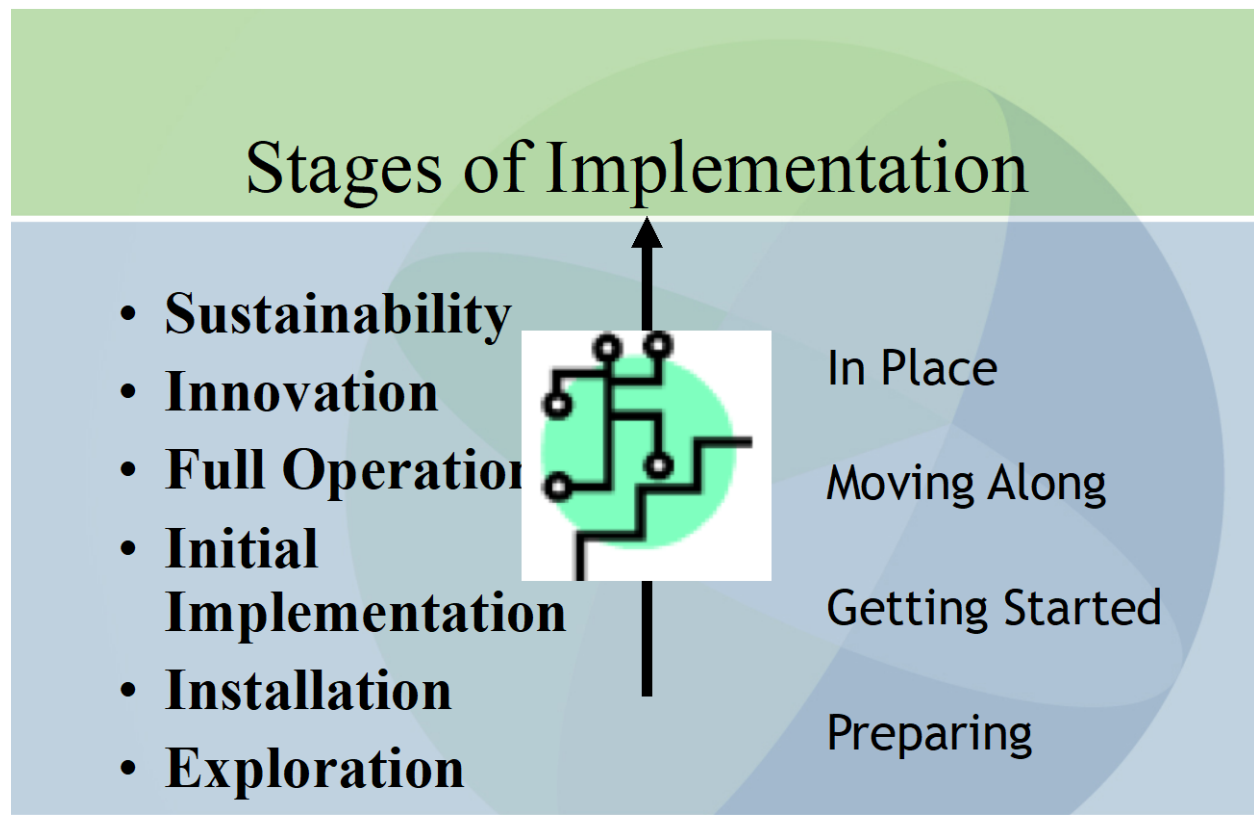
The Stages of Implementation, in greater detail are:

- *Exploration*: Identifying the need for change, learning about possible evidence-based strategies that may be solutions, learning about what it takes to implement the strategies effectively, developing stakeholders and champions, preparing the organization, and deciding to proceed. Effective implementation is rooted in this stage, which can take six to fifteen months. Exploration may continue throughout the implementation process.
- *Installation*: Establishing the resources needed to use an evidence-based strategy and resources required to implement the strategy(ies) with fidelity and good outcomes for students. This includes identification of financial resources, reporting infrastructure, human resources, and

policies that need to be in place to support the evidence-based strategy(ies). This stage takes an average of two to six months.

- *Initial Implementation*: The first use of an evidence-based strategy by newly trained teachers and others working in a school and district environment that is just learning how to support the new practices/programs/interventions. Sometimes referred to as the "awkward stage," this stage may require nine to twenty-four months;

- *Full Implementation*: The skillful use of an intervention, practice, or program by 50% of practitioners. During this stage, which can take two to five years, the practice/program/intervention is well-integrated into the repertoire of teachers and routinely supported by building and district administrations.

- *Innovation*: The advances in knowledge and skill that come from evaluated changes in how teachers and others make use of an evidence-based strategy.

- *Sustainability*: Persistent and skillful support for teachers and staff who are using an evidence-based strategy effectively, with each cohort of teachers achieving better results than the last. This is referred to as "regeneration" defined as "the set of procedures that allow a system to continually compare valued outcomes against current practice and modify practices to continue to achieve valued outcomes as the context changes over time."

Full implementation may be reached more quickly for some evidence-based strategies, practices, and programs than for others. Two to five years is a typical time frame to achieve full implementation for many evidence-based interventions.[2] For purposes of Utah's State System of Support (SSOS), the goal is to reach full implementation of the plan and the evidence-based strategies in the plan within two years. Appendix 4-A contains an Implementation Checklist that implementation teams may want to use to ensure that no stage in the implementation cycle is skipped or short-changed.
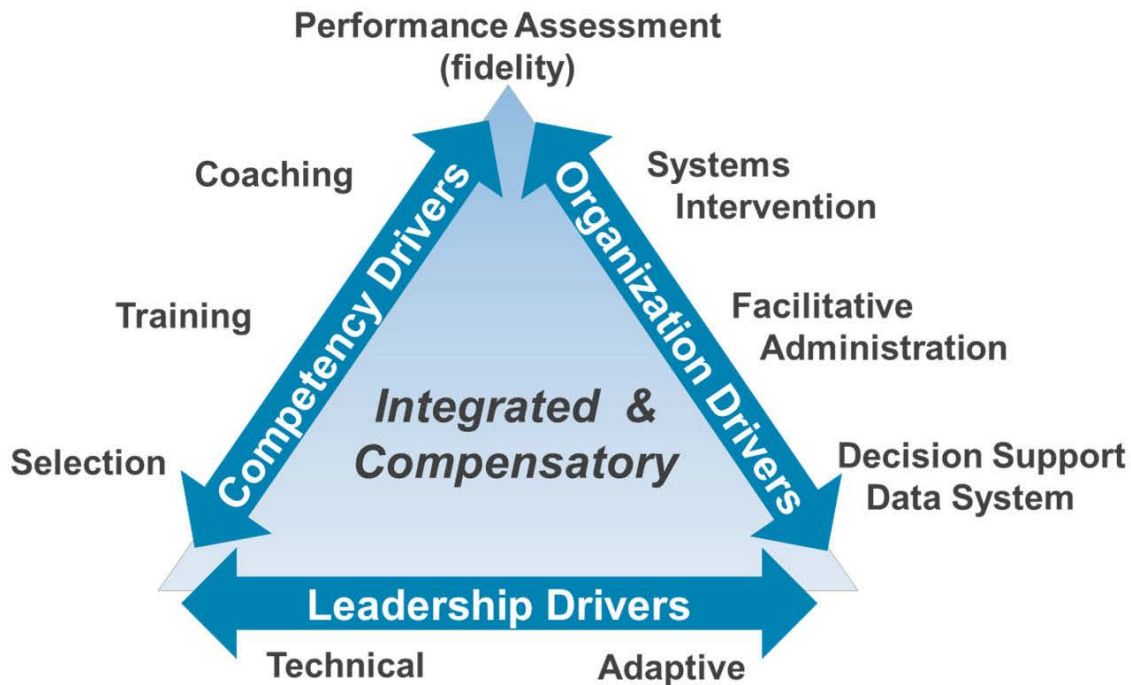
Implementation Drivers

According to implementation science, implementation drivers are the engine of change. As with the Stages, Drivers are dynamic and interact in interesting ways to produce consistent uses of evidence-based practices and reliable outcomes for students and others. implementation drivers are most effective when they are *integrated* to maximize their influence on staff behavior and the organizational culture. The interactive implementation drivers also *compensate* for one another so that a weakness in one component can be overcome by strengths in other components. With these drivers in place and used effectively together, practitioner behavior will change and improve.

Implementation drivers are clustered into three categories: competency, organization, and leadership, as illustrated in the figure below.[3]

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[2] Fixsen, D. L., Blasé, K., Horner, R., Sugai, G, 2009. *Scaling up brief: Readiness for change.* FPG Child Development Institute. Chapel Hill, NC: University of North Carolina.

[3] Blasé, K., van Dyke, M., Fixsen, D., 2015. *Implementation drivers: Assessing best practices.* Adapted with permission by The State Implementation & Scaling-up of Evidence-based Practices Center (SISEP). Based on the work of The National Implementation Research Network (NIRN).University of North Carolina Chapel Hill.

For *competency* development, new ways of work need to be cultivated through careful selection, training and coaching with practitioners (teachers, LEA staff, and implementation team members). The three implementation drivers in the "competency" cluster include:

- *Selection:* Careful selection of staff is important to having effective practitioners, excellent trainers, effective coaches, skilled evaluators and facilitative administrators. Beyond academic qualifications or experience factors, certain practitioner characteristics are difficult to teach in training sessions so must be part of the selection criteria (e.g., knowledge of the field, common sense, social justice, ethics, willingness to learn, willingness to intervene, and good judgment).
- *Training:* The effective use of new practices requires behavioral change at the practitioner, supervisory, and administrative support levels. Training and coaching are the principal ways in which behavior change is brought about for carefully selected staff in the beginning stages of implementation and throughout the life of evidence-based practices and programs. The content of training will vary considerably depending upon the evidence-based practice or program being implemented.
- *Coaching:* Most skills needed by successful practitioners (e.g., relevant information, engagement, planning, teaching to concepts, judgment) can be introduced in training but are best learned on the job with the help of a consultant/coach. Coaches not only expand the knowledge and skills taught in training, they also impart knowledge (e.g., engagement, ethics, managing workflow, judgment). Coaching needs to be job-embedded, opportunistic, readily available, and reflective (e.g., debriefing discussions). Spouse (2001) describes four main roles of a coach:
  - ✓ Supervision
  - ✓ Teaching while engaged in practice activities
  - ✓ Assessment and feedback
  - ✓ Provision of emotional support

Organization supports are developed by facilitative administrators (i.e., superintendents, principals, and non-teaching staff) who change organizational practices and support systems interventions to bring

about desired change. Having a decision-support data system is an essential component for guiding the processes of establishing the evidence-based practice or intervention, the implementation supports for practitioners, and the assessments of immediate outcomes. The implementation drivers in this cluster of organization supports include:

- *Systems intervention* are champions and persons with influence who work together to build and sustain the culture, policies, regulatory practices, and funding mechanisms necessary for both the implementation drivers and the evidence-based practices or intervention practices to thrive. Systems intervention requires attending to multi-level alignment, maintaining leadership and focus, creating and staying connected to champions, intervening to change policies and funding contingencies, and remaining vigilant at local, state and federal levels for both windows of opportunity and threats. Leadership and responsibility for this systems alignment function must be clearly articulated at each level with an overall structure to support the communication within and among these levels.
- *Facilitative administration* is proactive, vigorous, and enthusiastic attention by the administration to reduce implementation barriers and create an administratively hospitable environment for practitioners. In an organization that 'hosts' an evidence-based intervention, program, or practice, facilitative administration includes internal policy analyses and decisions, procedural changes, funding allocations, and a culture that is focused on what it takes to implement with fidelity and good outcomes.
- *Decision support data systems* are sources of information used to help make good decisions internal to an organization. These are an important part of continuous quality improvement for interventions, implementation supports, and organization functioning. implementation teams help organizations establish and evolve their data systems so information is immediately accessible and useful to practitioners for short-term and long-term planning and improvement at all levels of the organization.

Finally, implementation requires *leadership*. Leadership is necessary to help resolve adaptive issues (e.g., convening groups to identify problems, arriving at consensus regarding how to approach a solution, and detecting progress toward resolution). Leadership is also necessary to resolve technical problems (e.g., setting goals, managing time and effort, and solving problems of known dimensions) that arise in the course of initiating changes in the ways of work and managing change in organizations and systems. Competent leaders are needed throughout an infrastructure for effective implementation to occur. Descriptions of the two implementation drivers in this *leadership* cluster follow:

- *Technical leadership* might be thought of as good management. The leader is engaged, quick to recognize and respond to issues that arise, organizes groups to solve problems, and regularly produces desired results. Technical leaders work in the zone where there is substantial agreement about what needs to be done and reasonable certainty about how to do it.
- *Adaptive leadership* is required in situations where there is little agreement and less certainty. To exercise leadership toward the full implementation of evidence-based interventions and practices means moving a complex and entrenched system through meaningful change and leading through the resistance that can arise in the process. Adaptive leadership offers useful ways to re-understand the work of leadership. For example, the difference between "authority" (i.e., formal positional power often focused on maintaining the status quo) and "leadership" (i.e., the act of helping people through loss to achieve meaningful change).

As implementation teams plan how to implement the SIPs most effectively they should consider which drivers will be most important for carrying out each strategy in the SIP. Some strategies will require use

of all eight drivers, others will not. Appendix 4-B, Strategy and Implementation Drivers Alignment, is designed to help implementation teams consider which drivers will be most important for ensuring effective implementation of each strategy in the SIP.

Appendix 4-C, Interface of Implementation Stages and Drivers, describes what each Implementation Driver would look like at each stage of implementation. This matrix might also be useful in Step 5 of the Continuous Improvement Cycle: Monitor the Plan.

Other Implementation Considerations

Communication and collaboration are essential aspects of successful implementation, as well. Once the implementation team has identified the drivers they will use to implement each strategy, they should consider the following communication questions:
- How is work and progress communicated to all staff throughout the school/LEA?
- How are timelines discussed so that relationships among actions and milestones are clearly communicated?
- What actions need to be completed first so other actions may begin?
- How are deliverables provided to those who may need them for later actionable items?
- How are staff assignments communicated?
- When people are needed from specific departments, how are the leaders of those offices or departments notified?

Collaboration is another key aspect of implementing the SIP. The implementation team should address the following questions about collaboration as they begin to implement the SIP:
- What are the expectations related to collaboration? How are these communicated to staff?
- Is there a clear understanding of what collaboration means, and what it does not mean?
- How can staff build a shared understanding of collaboration?
- Who makes decisions related to collaboration? How do leadership and staff know when collaboration is necessary and when it may hinder progress?
- What are the barriers or challenges to collaboration and how are they being addressed?
- Is there a clear process in place to address collaboration issues that arise?[4]

Implementation is "where the rubber meets the road." Without effective implementation, a SIP is just one more document gathering dust on a shelf.

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[4] Corbett, J., Layland, A. 20017. *Utilizing Integrated Resources to Implement the School and District Improvement Cycle and Supports Guidance for Schools, Districts, and State Education Agencies.* Washington, D.C.: Council of Chief State School Officers.

Appendix 4-A: Implementation Checklist[1]

In the space before each activity, enter the date of completion.

Exploration (six to fifteen months)
_____ Create the implementation team.
_____ Review evidence-based practices to find the best match to school needs identified in the improvement plan.
_____ Prepare the staff, students, and community for the new evidence-based practices.
_____ Clearly communicate the specifics of the evidence-based practice(s)/interventions and build support for implementation across the school.

Installation (two to six months)
_____ Ensure the availability of funding.
_____ Select and hire the right staff.
_____ Develop new policies to ensure high-quality implementation or align existing policies to support the program.
_____ Develop frameworks for reporting on the program's implementation by all levels of the organization.
_____ Set expectations for levels of implementation, quality of implementation, and indicators of positive impacts on student achievement.

Initial Implementation (nine to twenty-four months)
_____ Adopt new policies and procedures, as needed.
_____ Assess current practice, identify gaps between current and desired practice.
_____ Begin implementing the new evidence-based practice/intervention/program
_____ Use the implementation drivers to affect staff behaviors positively: selection, training, coaching, systems intervention, facilitative administration, data systems, technical and adaptive leadership.*

Full Implementation (two to five years)
_____ 50% or more of practitioners simultaneously and acceptably implement with fidelity the new evidence-based practice/program/intervention.
_____ Components of the new evidence-based practice/program/intervention are integrated and have become routine.
_____ Collect, analyze, and report implementation data for each goal and strategy in the improvement plan.
_____ Determine the steps needed to maintain and sustain each goal and strategy in the improvement plan.

* Use Appendix 4-B to determine the implementation drivers that will be most important for each goal in the improvement plan.

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[1] Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature.* Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network.

Appendix 4-B: Strategy and Implementation Drivers Alignment

Directions:
1. Enter each evidence-based strategy from your school improvement plan created in Step 3 of the Continuous Improvement Cycle.
2. Based on discussion with the implementation team, identify which implementation drivers will be most essential for effective implementation of each evidence-based strategy in the school improvement plan. Place a check in the box of the driver(s) that you will use to implement each evidence-based strategy in your school improvement plan.
3. If these drivers are not already adequately reflected in the milestones for each Strategy, add them to the school improvement plan.

Implementation Drivers	
S = Selection	FA = Facilitative administration
T = Training	DS = Decision support data systems
C = Coaching	TL = Technical leadership
SI = Systems intervention	AL = Adaptive leadership

School Improvement Plan Strategy	Implementation Drivers							
	S	T	C	SI	FA	DS	TL	AL
1.1								
1.2								
2.1								
2.2								
3.1								
3.2								
4.1								
4.2								

		Selection	Training	Coaching	Leadership	Decision Support Data Systems	Facilitative Administration	Systems Interventions
S T A G E S O F I M P L E M E N T A T I O N	**Full Implementation Stage** Actively working to make full use of the evidence-based intervention/ strategy as part of the organization's typical functioning	Results of interviews are used to analyze data on staff performance and longevity; changes in interview methods are based on data analysis.	Results of pre-/post-tests of knowledge and skills are used to analyze data on trainer and staff performance and longevity and used to improve specific sections of the training.	At least annually, practitioners rate their satisfaction with the helpfulness and quantity of coaching they receive, data on coaching frequency, duration and helpfulness are used to analyze data on staff performance and longevity and used to improve coaching.	At least annually, practitioners rate their satisfaction with the helpfulness and promptness of the evaluation and feedback they receive; practitioner performance data are used to analyze staff selection, training and coaching, to improve performance assessment methods.	Quarterly and annual reports display the results with respect to the evidence-based intervention/ strategy; at least annually, staff members rate their satisfaction with the helpfulness and promptness of reporting; staff routinely make decisions based on the reported findings.	Senior administrators make use of the decision support data system reports and other sources of information to assure integration of the selection, training, coaching, and assessment functions associated with the innovation; administrators at all levels look for ways to improve practitioner skill levels, satisfaction, and time with consumers.	Senior administrators make use of the data system reports and other sources of information to continue to educate leaders in external systems to more fully support the intervention/strategy.
	Initial Implementation Stage Actively engaged in learning how to do and support the doing of the evidence-based intervention/ strategy	Interviews conducted by individuals with expertise in the evidence-based strategy, using strategy-specific protocols and hiring criteria.	Training conducted by individuals with expertise in the evidence-based intervention/strategy using strategy-specific content.	Coaching occurs at least once a week for each practitioner; a staff development plan is established for each practitioner; coaching time is divided between direct observation, behavior rehearsal, and data reviews.	The performance of each practitioner is assessed at least quarterly until performance criteria / fidelity are reached on a consistent basis; assessment methods include direct observation, data reviews, and satisfaction surveys.	The functioning of the organization with respect to the evidence-based intervention/strategy is routinely measured and the results are reported quarterly to practitioners, coaches, and administrators.	Organizational structures and functions, staff roles and functions, and financial allocations are modified to fully support the intervention/strategy.	Organized effort is put into working with leaders in external systems to align their structures and functions to fully support the intervention/strategy.
	Installation Stage Preparing for use of the evidence-based intervention/ strategy	Developing new interview protocols with hiring criteria specific to the evidence-based intervention/ strategy.	Developing/locating specific content; preparing a workshop schedule; finding space for trainings to occur.	A person with expertise in the evidence-based strategy has been hired; acceptable coach: practitioner ratios established; a coaching schedule is developed.	A careful review has been conducted to align the content/criteria used in selection interviews and pre-service training with areas to be assessed in practice.	Active work is done to develop/locate appropriate measures of organizational functioning.	Specific plans are made to change organizational structures and functions, staff roles and functions, and financial allocations to fully support the intervention/ Strategy.	Specific plans are made to meet with officials in external systems to more fully align systems to support the intervention/ strategy.
	Exploration Stage Actively considering a change	Developing new job descriptions and pay scales	Developing/locating content specific to the core components of the evidence-based intervention/strategy.	Actively recruiting a person with expertise in the evidence-based intervention/strategy; new job description and pay scale.	Leaders review core components of the evidence-based intervention/strategy to see how they can be assessed in practice.	Identify metrics to be used to assess processes and outcomes regarding the evidence-based intervention/ strategy.	Senior administrators are examining changes needed to fully support the intervention/ strategy.	Senior administrators examine the fit between the intervention and external system requirements.

IMPLEMENTATION DRIVERS

Monitor Work

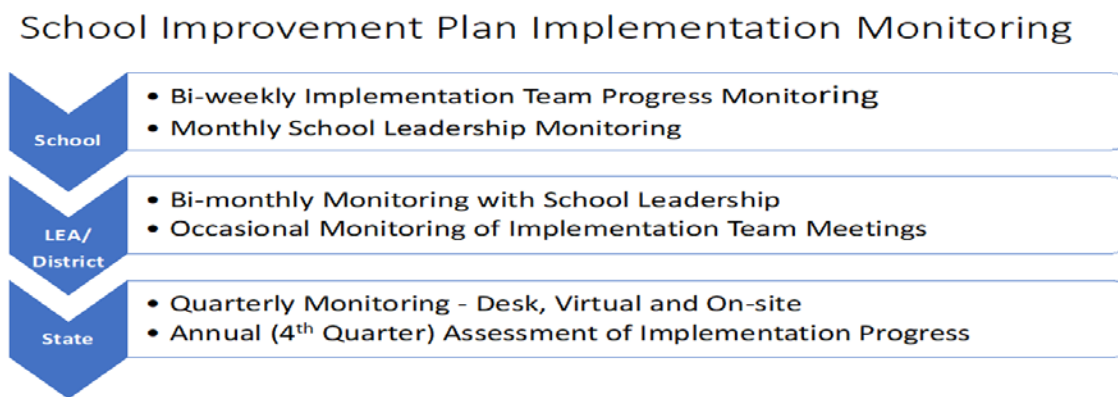The Continuous Improvement Cycle: Step 5
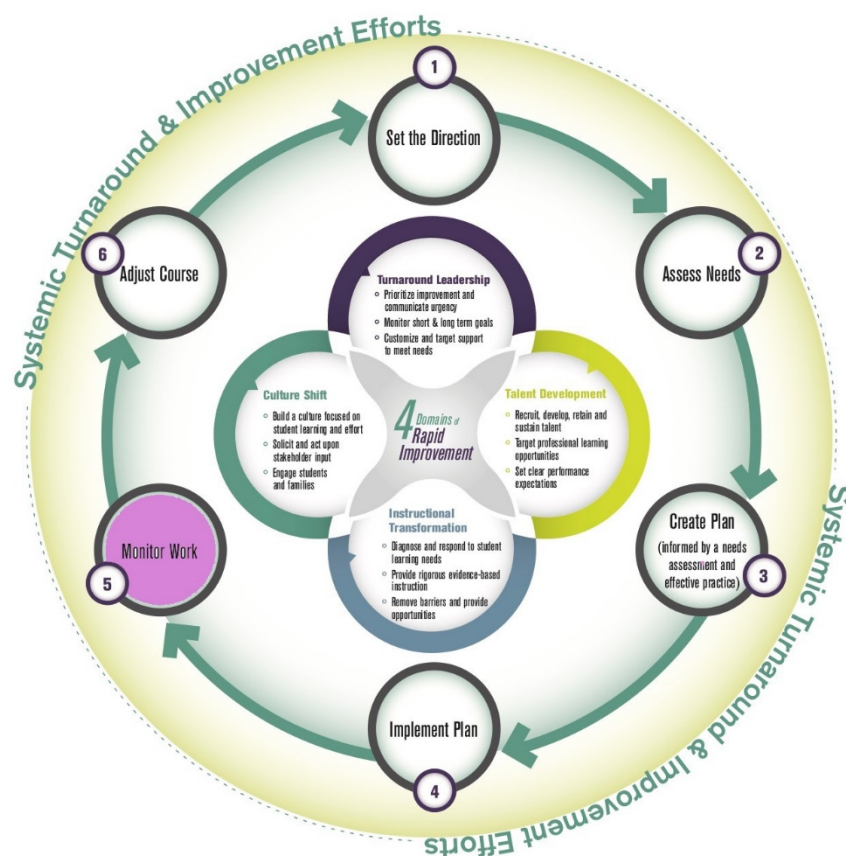
Step 5:   Monitor the Plan

Monitoring is the systematic process of observing, tracking, and recording data for the purpose of measuring program or project implementation and its progress towards achieving objectives.

Implementation of school improvement plans requires ongoing monitoring and adjustments throughout the implementation process, and as the school's needs and LEA conditions change. Monitoring and reviewing/tracking progress occurs at all levels of the system:[1]

- Schools monitor their own performance regarding implementing the School Improvement Plan (SIP). The implementation team should meet bi-weekly to review progress and discuss challenges.
- School leaders review implementation progress, as reported by the implementation team. On a monthly basis, the implementation team and/or school leader should meet with the school leadership team to review progress and challenges, and recommend adjustments to meet timelines. School leadership, in turn, summarizes progress for LEA leadership.
- LEAs are also responsible for monitoring each school's progress. LEA leaders should receive and review progress reports from each school in improvement status at least bi-monthly. Key LEA leaders should also attend school-level implementation team meetings multiple times each year to ensure that progress is occurring.
- SEAs should monitor implementation of school improvement plans on a quarterly basis. This can occur through a combination of virtual and face-to-face on-site reviews with LEA and school personnel.

Figure 1: School Improvement Plan Implementation Monitoring

School Improvement Plan Implementation Monitoring

School
- Bi-weekly Implementation Team Progress Monitoring
- Monthly School Leadership Monitoring

LEA/District
- Bi-monthly Monitoring with School Leadership
- Occasional Monitoring of Implementation Team Meetings

State
- Quarterly Monitoring - Desk, Virtual and On-site
- Annual (4th Quarter) Assessment of Implementation Progress

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[1]Corbett, J., & Layland, A. (2017). *Utilizing integrated resources to implement the school and district improvement cycle and supports: Guidance for schools, districts, and state education agencies.* Washington, D.C.: Council of Chief State School Officers.

School Implementation Team Monitoring and Reporting

Implementation team members and others who are responsible for meeting milestones established in the SIP should meet bi-weekly, at a minimum, to discuss progress, successes, and challenges. Depending on the number of milestones in the SIP, the implementation team may choose to review half the milestones during one bi-weekly session and the other half during the next bi-weekly session. It is difficult to review implementation progress on more than six or eight milestones at a time.

The primary purpose of these meetings is to provide support to individuals who are responsible for accomplishing the milestones outlined in the SIP. Individuals who are responsible for specific milestones should come to the bi-weekly implementation team Meeting prepared to discuss and provide:

- Data or deliverables that demonstrate progress toward accomplishing the milestone;
- Estimate of whether or not the milestone will be accomplished within the timeline established in the SIP;
- If the milestone will not be completed on time, an explanation of why not. What are the challenges and barriers to accomplishing the milestone on time? Should or how should the milestone timeline be adjusted?; and,
- Description of additional resources needed to accomplish the milestone on time.

Although the main purpose of the bi-weekly implementation team Meetings is to provide support to those responsible, there is also an accountability function. Each time this group meets, the *implementation team Bi-weekly Progress Monitoring Report* found in Appendix 5-A should be completed and submitted to the school principal/leadership team. implementation team members rate progress on each milestone first, then the group reaches consensus on the rating for each milestone using the following definitions:

Red Column (NS):	Milestone has not been started.
Yellow Column (B):	Milestone is behind schedule. It is not on track for timely completion.
Green Column (OT):	Milestone is on track for completion on time.
Blue Column (C):	Milestone completed.

School Leadership Monthly Monitoring and Reporting

On a monthly basis, the school principal/leadership team reviews and discusses Implementation Team Bi-weekly Progress Monitoring Reports with the implementation team leader. The focus of these meetings is on milestones that the Team has rated as "Red (NS): Not Started" or "Yellow (B): Behind." School leadership should discern, with the implementation team leader's help:

- Challenges and barriers to accomplishing the "Red-" and "Yellow-" rated milestones;
- Additional resources that might be needed to accomplish the milestones;
- Adjustments to the milestone timelines that might be needed; and
- Personnel changes that might be necessary to accomplish the milestones.

These discussions, with agreements on what both the school leadership and the implementation team will do to remove barriers and ensure timely completion of all milestones, are summarized in a School Leadership Monthly Monitoring Report that is sent to LEA leadership. Appendix 5-B suggests a format for the School Leadership Monthly Monitoring Report. The most important part of these discussions between the implementation team Leader and the school principal is to come to agreement about:

- Actions the school leadership will take to reduce the challenges/barriers to completing the milestones that have not been started or are behind schedule for timely completion; and,

- Actions the implementation team and the school leader will take to ensure all milestones are completed on time.

LEA Bi-Monthly Monitoring

Responsibility for effective implementation of the SIP is shared equally between the school and the LEA. Every other month (more often, if possible) the LEA leader with designated responsibility for improving or turning around schools reviews and discusses School Leadership Monthly Monitoring Reports *(*Appendix 5-B*)* with the principal/leader of every school that is in improvement status. This may occur through one-on-one meetings with individual school leaders or small group meetings with several school leaders. The advantage of meeting with a small group of school leaders is that they can share and learn from one another. Appendix 5-C suggests a LEA Bi-monthly Monitoring Protocol*.* At each of these meetings, the LEA turnaround leader(s) and school turnaround leader(s) agree upon and list actions the LEA will take to support implementation of each school's SIP in the next two months. The following bi-monthly monitoring meeting with district and school turnaround leaders begins with a report of the actions the LEA has taken to support each school.

SEA Quarterly Monitoring

USBE staff monitor SIP implementation on a quarterly basis. The overall purpose of SEA monitoring is to support ongoing improvement. While compliance monitoring to ensure that state and federal laws are being followed is also critically important, the monitoring described herein is not compliance monitoring. Rather, it is monitoring to ensure SIPs are implemented with fidelity that will result in improved outcomes for students.

Quarterly monitoring protocols vary, depending on the purpose and the time of the year. At the beginning of the year, it is important to ensure that the SIP is of high enough quality to produce the desired outcomes for students that were identified in the needs assessment (Step 2 of the Continuous Improvement Cycle). During the School Year, USBE staff monitor on-site implementation of the SIP by interviewing implementation team members and reviewing Implementation Team Bi-weekly Progress Monitoring Reports (Appendix 5-A), School Leadership Monthly Monitoring Reports (Appendix 5-B), and other evidence of implementation. During the final monitoring visit of the year, USBE staff sit down with the LEA leader(s) responsible for school turnaround, school leadership, and members of the implementation team to assess progress on each strategy in the SIP, using Fixsen's "Stages of Implementation" described in Step 4 of the Continuous Improvement Cycle: Implement the Plan. By the end of the first year, the "Partial Implementation" stage should be reached for each strategy. By the end of the second year, all strategies should be at the "Full Implementation" stage.

1st Quarter: School Improvement Plan (SIP) Quality Review

The USBE begins its monitoring process with a review of the quality of the SIP. The review of the SIP and feedback to the school should be completed before implementation of the SIP begins. In some cases, the review will result in changes that need to be made to the SIP. This may require re-submission of the revised SIP to USBE. Schools in need of improvement should take that into consideration and allow ample time for USBE review and feedback.

The Center on School Turnaround (CST) has published *A Rubric for Assessing Schools' Plans for Rapid Improvement* [2] that outlines and describes elements of a SIP at various levels of development: not present, beginning, developing, effective, and exemplary. Appendix 5-D, USBE SIP Quality Review Rubric is an adaptation of CST's rubric. This tool will be used by USBE staff to review, monitor, and provide feedback on School Improvement Plans.

2nd & 3rd Quarter: On-Site Implementation Review

USBE's on-site implementation monitoring during the second and third quarters of the year begin with a review of documents:

- Completed *implementation team* Bi-weekly Progress Monitoring Reports (Appendix 5-A);
- Completed School Leadership; Monthly Monitoring Reports (Appendix 5-B); and
- Other evidence of implementation.

Based on review of these documents and other information, the USBE reviewers then interview members of the implementation team. Appendix 5-E, USBE On-site Implementation Review Protocol, suggests how the USBE will conduct this on-site review.

The purpose of the document review is to determine whether progress is being made with SIP implementation. The purpose of the interview with implementation team members is to help them reflect on what is working well and why it is working well. These reflections should help the team identify what they need to do to get milestones that are not started or not on track for timely completion back on track.

After each on-site review, USBE staff prepare a brief one-page summary of their observations, recommendations and explicit steps that need to be taken before the next on-site visit.

4th Quarter: Stage of Implementation Assessment

During the final USBE visit of the year, reviewers meet with implementation team members, the school principal and the LEA turnaround leader (or equivalent) to assess overall progress on implementing each strategy in the SIP, using the "Stages of Implementation" described in Fixsen's implementation science research and outlined in Step 4 of the Continuous Improvement Cycle: Implement the Plan.

Appendix 5-F, Annual Assessment of Implementation, provides a template for reviewing progress on each strategy in the SIP. The goal is to reach the "Initial Implementation" stage by the end of the first year and the "Full Implementation" stage by the end of the second year.

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[2] VanGronigen, B. A., Meyers, C. V., & Hitt, D. H. (2017). *A rubric for assessing schools' plans for rapid improvement* The Center on School Turnaround, San Francisco, CA: WestEd.

Appendix 5-A: Implementation Team Bi-weekly Progress Monitoring Report

Directions:	At every bi-weekly implementation team meeting, follow and complete the protocol below. Using the time guidelines in parentheses after each step, the bi-weekly implementation team meeting should take no more than an hour. Submit the completed form to school leadership with 24 hours of the meeting.

Date: _____

Participants: _____

1.   Implementation team leader asks persons responsible for each milestone to provide a two-minute update of progress that addresses progress on accomplishing the milestone. In order to thoroughly review progress of each milestone, it is recommended that the implementation team review no more than six or eight milestones at each bi-weekly meeting. (16 minutes)

2.   Implementation team members listen to updates on each milestone and use the matrix below to rate implementation progress. Ratings should be based on the following definitions: (2 minutes)

Red Column (NS): Milestone has not been started.
Yellow Column (B): Milestone started, but behind; not on track for timely completion.
Green Column (OT): Milestone on track for completion on time.
Blue Column (C): Milestone completed.

Milestone #	Milestone Description (Summarized from School Improvement Plan)	Person Responsible	Implementation Progress Rating			
			NS	B	OT	C

3.   implementation team leader facilitates team discussion (that includes persons responsible for each milestone) to reach consensus on a team "Implementation Progress Rating" for each milestone. Team leader (or designee) prepares one rating chart that reflects the team's consensus ratings. (10 minutes)

4.   For each milestone the implementation team leader asks the person responsible for each milestone the following questions and records responses* (32 minutes):

   A.   If the Team rating is "Green (OT): On Track" or "Blue (C): Completed," ask:

   What is your data/evidence that demonstrates this milestone is on track for timely completion or has been completed?
   Response: _____
   _____
   _____

   B.   If the Team rating is "Red (NS): Not Started" or "Yellow (B): Behind," ask:

   What are the challenges and barriers to accomplishing the milestone on time?
   Response: _____
   _____
   _____

   What additional resources are needed to accomplish the milestone on time?
   Response: _____
   _____
   _____

   Should/how should the milestone timeline be adjusted?
   Response: _____
   _____
   _____

5.   implementation team leader (or designee) submits this completed form to school leadership within 24 hours of the meeting.

*Insert space for additional responses, as needed, for each milestone that the implementation team rated.

Date: _____

Submitted by: _____

Submitted to: _____

Summary of discussion:

1.   Milestones that have been completed:

Milestone # and Description	Related Strategy	Evidence of Completion

2.   Milestones that are on track for timely completion:

Milestone # and Description	Related Strategy	Evidence of Progress

3.   Milestones that have not been started or are behind schedule for timely completion:

Milestone # and Description	Related Strategy	Challenges/Barriers to Implementation/Completion

4.   Actions school leadership will take to reduce the challenges/barriers to completing the milestones that have not been started or are behind schedule for timely completion:

_____

_____

_____

5.   Actions the Implementation Team and the school leader will take to ensure all milestones are completed on time:

_____

_____

_____

LEA leader(s) responsible for turning around low performing schools meet(s) with each school turnaround leader every other month, either individually or in small groups. The LEA leader asks each school turnaround leader the following questions and records answers by school:

1.   Tell me about the progress that has been made implementing the SIP in the last two months.
   - Successes
   - Challenges

2.   What Milestones have been completed and how do you know?
   - What led to the completion of these milestones?
   - What supported the progress and success?

3.   Tell me about your implementation team.
   - How often do they meet to review progress?
   - What and how are data used to report progress and to identify needed adjustments or supports?
   - How are decisions made about adjustments or supports? How are they communicated to others?
   - Who is at the table for the discussions?
   - Do they meet often enough to determine if adequate progress is being made to meet timelines? If not, how can the reviews and discussions occur more frequently?

4.   What can/should the LEA do to support timely implementation of your SIP?

5.   List actions the LEA will take to support implementation of each school's SIP in the next two months.

6.   Start the next bi-monthly monitoring meeting with school turnaround leaders with a report of the actions the LEA has taken to support each school.

Appendix 5-D: USBE SIP Quality Review Rubric[1]

1.   Rate elements of each SIP using the rubric ratings below:
        1 = Minimal
        2 = Partial
        3 = Sufficient
        4 = Substantial

        A description of what a "substantial" element looks like appears in the second column of the rubric.

Plan Element	Substantial Element Description	Rating			
		1	**2**	**3**	**4**
1. Priorities	The SIP lists, in specific detail, up to four high-leverage priorities that will be the focus for the designated period of time.				
2. Strategies	The SIP includes specific, feasible, and ambitious strategies for each priority to help realize the school's priorities. Strategies are appropriately aligned to each priority.				
3. Milestones	For each strategy, the SIP includes two or more milestones that serve as incremental checkpoints to measure the school's progress toward accomplishing those strategies. Milestones are meaningfully and intentionally aligned with the strategies.				
4. Action Steps	The SIP includes a comprehensive series of detailed, specific, and ambitious action steps for each milestone. Action steps are not routine in nature and demonstrate an appropriate approach to accomplishing the strategies. All action steps are intentionally aligned with and provide logical scaffolding to accomplish the strategies.				
5. Context	The SIP demonstrates a deep understanding of the school's unique context, including the internal (e.g., teachers, student populations) and external (e.g., parents, local area, district) communities. As appropriate, a priority and its accompanying elements specifically address and attend to the needs of specific student populations.				

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[1] VanGronigen, B. A., Meyers, C. V., & Hitt, D. H. (2017). *A rubric for assessing schools' plans for rapid improvement.* The Center on School Turnaround. San Francisco, CA: WestEd.

6. *Root Cause Analysis*	The SIP uses an array of data sources and evidence to articulate, in specific detail, the root causes for each priority.				
7. *Sequencing*	The SIP includes a sequencing of priorities, strategies, milestones and action steps that is logical and intentional, building the necessary support and momentum to accomplish the priorities and strategies.				
8. *Schedule/ Timeline*	The SIP includes a detailed, realistic, and comprehensive schedule/timeline of events and procedures to be completed during the designated period of time.				
9. *Alignment*	The SIP demonstrates comprehensive internal alignment of all elements of the plan to achieve the school's overarching vision.				
10. *Person Responsible*	Responsible parties are listed for each action step. The distribution of actions steps to responsible parties is varied and not concentrated around a few people/groups.				

2. Identify elements rated as "minimal" or "partial." For each of these elements, generate suggestions for how it could be improved. Send the list of elements that need improvement, along with USBE suggestions, to the school and LEA. Allow 15 working days for revision.

3. Review the revised SIP using the same rubric. Continue the process, as needed, until all elements of each SIP are "sufficient" or "substantial."

School: _____ LEA: _____ Date: _____

USBE Reviewers: _____

Document Review

1. **Review completed Implementation Team Bi-weekly Progress Monitoring Reports (Appendix 5-A).**

    A.   Note milestones that are "on track for completion on time:"
    _____
    _____
    _____

    B.   Note milestones that have been "completed:"
    _____
    _____
    _____

    C.   Note milestones that have not been started or are behind schedule for timely completion:
    _____
    _____
    _____

2. **Review completed School Leadership Monthly Monitoring Reports (Appendix 5-B).**

    A.   Note actions the school leadership said it would take to reduce the challenges/barriers to completing the milestones that have not been started or are behind schedule for timely completion:
    _____
    _____
    _____

    B.   Note actions the implementation team and the school leader said they would take to ensure all milestones are completed on time:
    _____
    _____
    _____

Implementation Team Interview

1. **Ask implementation team members to introduce themselves and identify their role at the school.**

Implementation Interviewees:

Implementation Team Member	Role

2. **Ask the following questions and record answers. Not all team members need to answer each question. Make sure that all participants have the opportunity to speak.**

   A.   Refer to the milestones that have been identified as being "on-track for completion on time." Ask: What has the Implementation Team done to ensure that these milestones will be completed on time?

   B.   Refer to the milestones that have been completed. Ask: What evidence do you have that the milestone has been completed? What did the implementation team do to ensure timely completion?

   C.   Refer to the milestones that have not been started or are behind schedule for timely completion. Ask: What can be done to get these milestones and associated action steps back on track for timely completion?

   D.   Refer to the actions the school leadership said it would take to reduce the challenges/barriers to completing the milestones that have not been started or are behind schedule for timely completion. Ask: Have these actions been taken? If not, why not?

   E.   Refer to the actions the implementation team and the school leader said they would take to ensure all milestones are completed on time. Ask: Have these actions been completed or are they in the process of completion? If not, why not?

   F.   Refer to the actions the LEA Leader indicated would be done to ensure timely implementation of your SIP. Ask: Has the LEA completed these actions or are they in the process of completion? What additional support is needed from the LEA?

Appendix 5-F: Annual Assessment of Implementation

Directions:
1) The USBE team facilitates a discussion of accomplishments, challenges, and next steps with the implementation team/leader, the school principal/leader and the LEA turnaround leader (or equivalent) and celebrates the progress thus far.
2) The USBE and school team collaboratively determine the implementation stage of each strategy in the SIP, and identify next steps related to each strategy.
3) A USBE team member records the discussion in the Annual Implementation Progress Review template below and shares it with the implementation team, school principal/leader and LEA leader after the meeting.

Annual Implementation Progress Review

Date:

School:

LEA:

People present:

Strategy:	Exploration	Installation	Initial Implementation	Full Implementation
	☐	☐	☐	☐

Accomplishments:

Challenges:

Next Steps:

Strategy:	Exploration	Installation	Initial Implementation	Full Implementation
	☐	☐	☐	☐

Accomplishments:

Challenges:

Next Steps:

Appendix 5-F: Annual Assessment of Implementation

Strategy:	Exploration ☐	Installation ☐	Initial Implementation ☐	Full Implementation ☐

Accomplishments:

Challenges:

Next Steps:

Strategy:	Exploration ☐	Installation ☐	Initial Implementation ☐	Full Implementation ☐

Accomplishments:

Challenges:

Next Steps:

Strategy:	Exploration ☐	Installation ☐	Initial Implementation ☐	Full Implementation ☐

Accomplishments:

Challenges:

Next Steps:

Appendix 5-F: Annual Assessment of Implementation

Strategy:	Exploration ☐	Installation ☐	Initial Implementation ☐	Full Implementation ☐

Accomplishments:

Challenges:

Next Steps:

Strategy:	Exploration ☐	Installation ☐	Initial Implementation ☐	Full Implementation ☐

Accomplishments:

Challenges:

Next Steps:

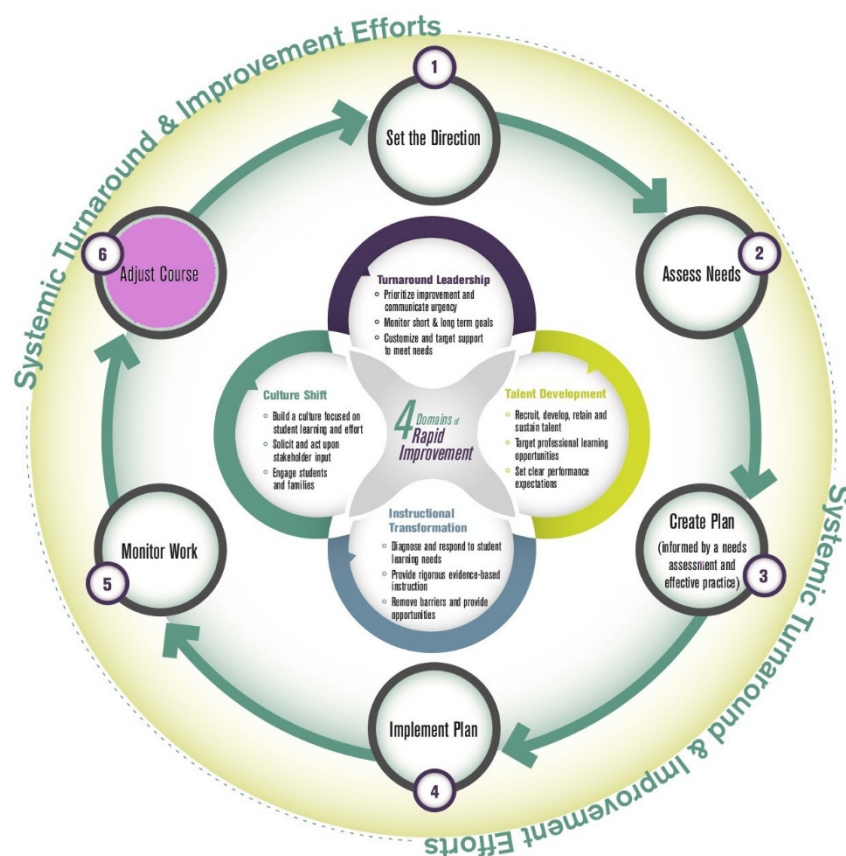| Strategy:	Exploration ☐	Installation ☐	Initial Implementation ☐	Full Implementation ☐

Accomplishments:

Challenges:

Next Steps:

Adjust Course

The Continuous Improvement Cycle: Step 6

Step 6:   Adjust Course

Watch for red flags. Be proactive enough to sense when things are getting off track and adjust accordingly, instead of just reacting afterward.[1]

The improvement cycle is iterative and ongoing and provides multiple opportunities for adjustment in implementation. School and LEA leaders may decide to make adjustments based on quarterly monitoring, as outlined in Step 5. At the very least, school and LEA leaders should on an annual basis:
1. Collect and analyze the performance measures originally identified for each strategy.
2. Review milestones and examine those that have not been completed;
3. Adjust milestones and strategies, based on data as needed.
This annual course adjustment is detailed below and in Appendix 6-A that follows.

Collect and Analyze Performance Measures
Using the data sources identified in the SIP (Appendix 3-A), collect data for each indicator (performance measure) listed for each strategy in the SIP. Compare the actual Year 1 data to the baseline data and to the Year 1 Target, noting the difference ("delta") between the Year 1 Target and the Year 1 Actual. Identify all indicators/performance measures that fall significantly short of the Year 1 Target. Appendix 6-A provides a worksheet that can be used to collect and analyze performance measures.

Examine Incomplete Milestones
Review the milestones identified for each strategy in the SIP to determine which have been completed and which have not. Through discussion with the school leadership team and the Implementation Team, identify why incomplete milestones have not been completed. Was the original intent to complete the milestone within the year? If so, what prevented this from happening? For each milestone that should have been completed and was not, provide a brief explanation in Appendix 6-A. Appendix 6-A provides a worksheet that can be used to collect and analyze performance measures, as well as milestone completion.

Adjust Milestones & Strategies
For each milestone that should have been completed and was not, provide revisions in the Appendix 6-A worksheet. If the strategy also needs to be revised, describe that, as well. Appendix 4-A: Implementation Checklist can be a useful tool in figuring out what needs to be done differently, for example:
- Was funding adequate?
- Were the right staff selected and hired?
- Were the necessary policies and frameworks to support implementation adopted?
- Were clear expectations established and communicated?
- Did regular monitoring occur throughout the year?

Answers to these and other questions about implementation should inform revisions to the milestones and the strategies in the SIP.

The final step is to revise the SIP based on these discussion. The revised SIP or 90-day plan must be submitted to the USBE for approval.

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[1] http://blog.mavenlink.com/a-project-manager-s-top-ten-tips-for-keeping-a-project-on-time-and-on-budget. Retrieved 6-8-18.

Appendix 6-A: Collect and Analyze Performance Measures and Milestones

Strategy 1.1:			
Indicator/Performance Measure	Y1 Target	Y1 Actual	Difference

Milestone	Complete	Incomplete	Explanation
1.1.1:			
1.1.2:			

Based on analyses of performance measures and milestone completion, does this strategy need to be revised?	Y	N
Based on analyses of performance measures and milestone completion, do milestones need to be revised, added, or deleted?	Y	N
Describe revisions to milestones:		
Describe revisions to the overall strategy:		

Strategy 1.2:			
Indicator/Performance Measure	Y1 Target	Y1 Actual	Difference

Milestone	Complete	Incomplete	Explanation
1.2.1:			
1.2.2:			

Based on analyses of performance measures and milestone completion, does this strategy need to be revised?	Y	N
Based on analyses of performance measures and milestone completion, do milestones need to be revised, added, or deleted?	Y	N
Describe revisions to milestones:		
Describe revisions to the overall strategy:		

Appendix 6-A: Collect and Analyze Performance Measures and Milestones

Strategy 2.1:			
Indicator/Performance Measure	Y1 Target	Y1 Actual	Difference
Milestone	Complete	Incomplete	Explanation
2.1.1:			
2.1.2:			

Based on analyses of performance measures and milestone completion, does this strategy need to be revised?	Y	N
Based on analyses of performance measures and milestone completion, do milestones need to be revised, added, or deleted?	Y	N
Describe revisions to milestones:		
Describe revisions to the overall strategy:		

Strategy 2.2:			
Indicator/Performance Measure	Y1 Target	Y1 Actual	Difference
Milestone	Complete	Incomplete	Explanation
2.2.1:			
2.2.2:			

Based on analyses of performance measures and milestone completion, does this strategy need to be revised?	Y	N
Based on analyses of performance measures and milestone completion, do milestones need to be revised, added, or deleted?	Y	N
Describe revisions to milestones:		
Describe revisions to the overall strategy:		

Appendix 6-A: Collect and Analyze Performance Measures and Milestones

Strategy 3.1:			
Indicator/Performance Measure	Y1 Target	Y1 Actual	Difference

Milestone	Complete	Incomplete	Explanation
3.1.1:			
3.1.2:			

Based on analyses of performance measures and milestone completion, does this strategy need to be revised?	Y	N
Based on analyses of performance measures and milestone completion, do milestones need to be revised, added, or deleted?	Y	N
Describe revisions to milestones:		
Describe revisions to the overall strategy:		

Strategy 3.2:			
Indicator/Performance Measure	Y1 Target	Y1 Actual	Difference

Milestone	Complete	Incomplete	Explanation
3.2.1:			
3.2.2:			

Based on analyses of performance measures and milestone completion, does this strategy need to be revised?	Y	N
Based on analyses of performance measures and milestone completion, do milestones need to be revised, added, or deleted?	Y	N
Describe revisions to milestones:		
Describe revisions to the overall strategy:		

Appendix 6-A: Collect and Analyze Performance Measures and Milestones

Strategy 4.1:			
Indicator/Performance Measure	Y1 Target	Y1 Actual	Difference Delta
Milestone	Complete	Incomplete	Explanation
4.1.1:			
4.1.2:			

	Y	N
Based on analyses of performance measures and milestone completion, does this strategy need to be revised?	Y	N
Based on analyses of performance measures and milestone completion, do milestones need to be revised, added, or deleted?	Y	N
Describe revisions to milestones:		
Describe revisions to the overall strategy:		

Strategy 4.2:			
Indicator/Performance Measure	Y1 Target	Y1 Actual	Delta
Milestone	Complete	Incomplete	Explanation
4.1.1:			
4.2.2:			

	Y	N
Based on analyses of performance measures and milestone completion, does this strategy need to be revised?	Y	N
Based on analyses of performance measures and milestone completion, do milestones need to be revised, added, or deleted?	Y	N
Describe revisions to milestones:		
Describe revisions to the overall strategy:		