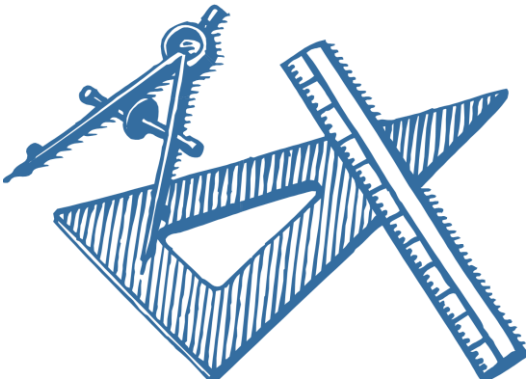
Alaska's School Improvement Handbook



Requirements, Timelines, Processes, Responsibilities and Resources

Alaska Department of Education & Early Development August, 2015

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Alaska's School Improvement Handbook

INTRODUCTION

Purpose – *Alaska's School Improvement Handbook* is designed for use by Alaskan educators as a tool to assist with school improvement planning. The intent of the Handbook is to provide a structure for the processes of school improvement planning for specifically designated schools while supporting the Alaska Department of Education & Early Development's mission: to ensure quality standards-based instruction to improve academic achievement for all students.

Content - The *School Improvement Handbook* is a guide for 1-, 2-, and 3- star, and Priority & Focus schools as they plan for school improvement. It also provides guidance for 4- and 5- star schools and districts that are in improvement. The requirements and timelines put in place by the Elementary and Secondary Education Act (ESEA) waiver are outlined, and research based processes for school improvement planning are included. Resources to assist with planning and implementation are provided, and specific responsibilities of the State Education Agency (SEA), school districts, and schools are included.

Online Planning - As required by the ESEA Flexibility Waiver, unless the SEA approves a different improvement planning process for a district, all improvement plans will be submitted through a computerized self-assessment and improvement program. (4 AAC 06.845(b)): Alaska STEPP, Steps Toward Educational Progress and Partnership.

Background

In June 2013, the State Board of Education & Early Development adopted new school and district accountability regulations to replace the Adequate Yearly Progress system of No Child Left Behind. The new accountability system includes the Alaska School Performance Index (ASPI); each school in Alaska will receive a score that is a weighted combination of performance on state assessments in reading, writing, and mathematics, school progress in state assessments as measured by the Growth and Proficiency Index, attendance rates, and for high schools, graduation rates and college and career readiness. With the new waiver and accountability systems, are new requirements and guidelines for schools with specific designations. Schools receiving a star rating of three stars or less must submit a school improvement plan no later than November 1st of each school year (4AAC 06.845). Priority schools must implement interventions consistent with comprehensive turnaround principles (4AAC 06.865), and Focus schools must consider each of the turnaround principles (4 AAC 06.870). Therefore, indicators of effective practice in Alaska STEPP have been crosswalked (Appendix A) with the 7 turnaround principles, and these 12 Key Indicators are instrumental in school improvement planning.

HOW TO USE ALASKA'S SCHOOL IMPROVEMENT HANDBOOK

1. Look at the Effective School Improvement Processes to the right and keep each process in mind.
2. Find the Requirements for Designated Schools on pages 6 and 7 and highlight the compliance timelines and procedures for your specific site.
3. Preview the diagram on page 8 that shows the research based Procedures for Continuous School Improvement Planning.
4. Read the Guiding Narrative for School Improvement Planning on pages 9 - 13 that explains each process and procedure.
5. Begin your school improvement planning process using the information gained from reading the handbook.
6. Ask the questions on page 14.

Effective School Improvement Practices

****

- ✓ Adopt aligned and rigorous curricula
- ✓ Form school teams with distributed leadership
- ✓ Conduct a structured needs assessment based on analyzing multiple data sources
- ✓ Assess current implementation levels of research based practices and programs
- ✓ Plan focused, shared objectives or goals and create related tasks or action steps
- ✓ Monitor and implement school improvement plan with diligence
- ✓ Make decisions based on formative and summative data
- ✓ Engage school community by providing regular feedback

SCHOOLS IN IMPROVEMENT

3- star schools are schools with ASPI points between 65 - 84.99. They have been designated as a 3 star school based on the ASPI Indicators: Academic Achievement, School Progress, and Attendance Rate and for high schools, Graduation Rate, and College & Career Ready. Their designation will remain until their ASPI points increase to the next star level.

1- star and 2- star schools are schools with ASPI points up to 64.99. They have been designated as a 1-or 2- Star school based on the ASPI Indicators: Academic Achievement, School Progress, and Attendance Rate and for high schools, Graduation Rate, and College & Career Ready. Their designation will remain until their ASPI points increase to the next star level.

Priority schools are schools selected from among the 1- star and 2- star schools that are most likely to benefit from a significant program of improvement and increased support and oversight from the district and EED. Requirements to exit Priority status (4 AAC 06.864(d)(e)). A school will be removed from Priority status after three years if: The school has improved by at least six points on the Alaska school performance index; and if the school has a three-year average on the growth and proficiency index for the all students group; and for each subgroup at the school with more than 20 members, of at least 90 points. If the school has not met the criteria to be removed from Priority status at the end of three years, it will be identified as a Priority school for the next three years.

Focus schools are schools selected from among the 1- star and 2- star schools that were not identified as priority schools, but would benefit from a program of improvement targeted to the specific needs identified in the school. Requirements to exit Focus status – (4 AAC 06.868(c)(d)). A school will be removed from Focus status after two years if: The school has improved by at least five points in its three-year average on the growth and proficiency index for the all students group; and for each subgroup at the school that has at least 5 students, and when the graduation rate has improved to more than 60 percent, if the school was identified as a focus school because it had a graduation rate of less than 60 percent. If the school has not met the criteria to be removed from Focus status at the end of two years, it will be identified as a Focus school for the next two years.

REQUIREMENTS FOR DESIGNATED SCHOOLS

3- Star Schools	
Requirements	**Outcomes or Resources**
Must submit a school improvement plan by November 1st of each school year.	Outcome: Alaska STEPP Comprehensive Plan Report
Improvement plan will be **reviewed and approved by a school district appointee**	Outcome: **District approved** school improvement plan
Development of school improvement plan follows certain suggested procedures:	Resource: Alaska STEPP Guidance Manual (Appendix K)
School team analyzes student data using the School Needs Assessment form and identifies needs.	Outcome: Identified school needs
School chooses indicators to assess based on the data analysis. Key indicators are a natural place to begin.	Outcome: School improvement objectives/goals
Plan objectives and create achievable tasks for indicators **that address areas of greatest need** based on the needs assessment data analysis process.	Outcome: School Improvement Plan Resource: AMO targets set by EED (Appendix K)
Sign and upload School Needs Assessment and School Improvement Plan Assurances in Alaska STEPP	Outcome: Documentation of planning processes

1- or 2- Star Schools	
Requirements	**Outcomes or Resources**
Must submit a school improvement plan by November 1st of each school year.	Outcome: Alaska STEPP Comprehensive Plan Report
Improvement plan will be **reviewed by EED** and feedback will be given by EED liaison, but school improvement plan is not approved, or disapproved by EED.	Outcome: **Process rubric with EED feedback** Resource: Review rubric (Appendix B)
Development of school improvement plan follows certain procedures:	Resource: Alaska STEPP Guidance Manual (Appendix K)
School team analyzes student data using the School Needs Assessment form and identifies needs.	Outcome: Identified school needs
School chooses indicators to assess based on the data analysis. Key indicators are a natural place to begin.	Outcome: School improvement objectives/goals
Plan objectives and create achievable tasks for indicators **that address areas of greatest need** based on the needs assessment data analysis process.	Outcome: School Improvement Plan Resource: AMO targets are set by EED (Appendix K)

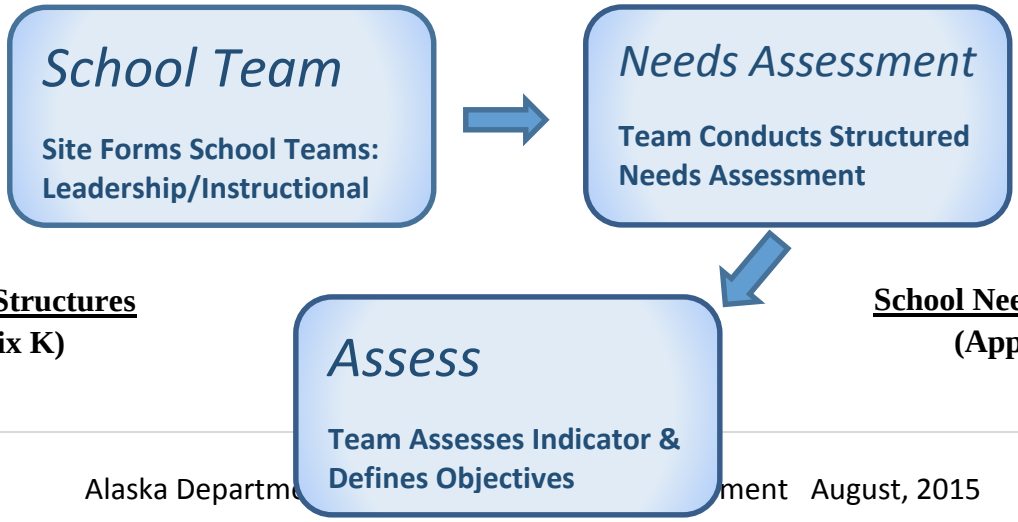
Sign and upload School Needs Assessment and School Improvement Plan Assurances in Alaska STEPP	Outcome: Documentation of planning processes

REQUIREMENTS FOR DESIGNATED SCHOOLS

Priority Schools	
Requirements	**Outcomes or Resources**
Must submit a school improvement plan by November 1st of each school year.	Outcome: Alaska STEPP Comprehensive Plan Report
Improvement plan will be reviewed by EED and feedback will be given by EED liaison. **EED will approve/disapprove** school improvement plan.	Outcomes: **EED approved school improvement plan**. Content rubric with EED feedback, Resource: Content rubric with 7 turn around principles (Appendix D)
Development of school improvement plan follows certain procedures:	Resource: Alaska STEPP Guidance Manual (Appendix K)
School team analyzes student data using the School Needs Assessment form and identifies needs.	Outcome: Identified school needs
School **must assess all** 12 Key Indicators.	Outcome: School improvement objectives/goals

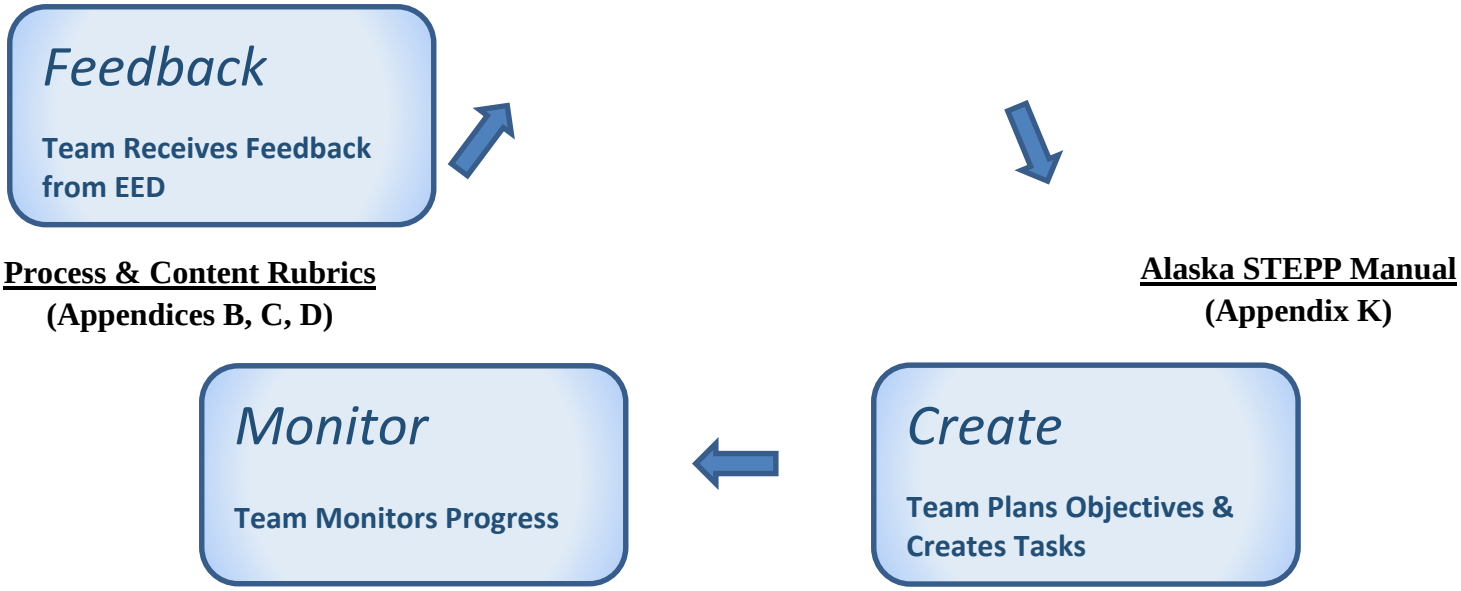
Must plan objectives and create achievable tasks for all Key Indicators that are not rated as fully	Outcome: School Improvement Plan Resource: AMO targets are set by EED
Focus Schools	
Requirements	**Outcomes or Resources**
Must submit a school improvement plan by November 1st of each school year.	Outcome: Alaska STEPP Comprehensive Plan Report
Improvement plan will be reviewed by EED and feedback will be given by EED liaison. **EED will approve/disapprove** school improvement plan.	Outcomes: **EED approved school improvement plan**. Content rubric with EED feedback. Resource: Content rubric with 7 turn around principles (Appendix C)
Development of school improvement plan follows certain procedures:	Resource: Alaska STEPP Guidance Manual (Appendix K)
School team analyzes student data using the School Needs Assessment form and identifies needs.	Outcome: Identified school needs
School **must assess** all 12 Key Indicators.	Outcome: School improvement objectives/goals
Plan objectives and create achievable tasks for indicators that **address areas of greatest need** based on the needs assessment data analysis process.	Outcome: School Improvement Plan Resource: AMO targets are set by EED (Appendix K)
Sign and upload School Needs Assessment and School Improvement Plan Assurances in Alaska STEPP	Outcome: Documentation of planning processes

PROCEDURES FOR CONTINUOUS SCHOOL IMPROVEMENT PLANNING



School Team Structures
(Appendix K)

School Needs Assessment
(Appendix E)


Feedback
Team Receives Feedback from EED
Process & Content Rubrics
(Appendices B, C, D)
Alaska STEPP Manual
(Appendix K)
Monitor
Team Monitors Progress
Create
Team Plans Objectives & Creates Tasks

GUIDING NARRATIVE FOR SCHOOL IMPROVEMENT PLANNING

Structure School Teams

Team structures are officially incorporated into the school improvement plan and demonstrate shared leadership.

All teams have written statements of purpose and by-laws for their operation. All teams prepare agendas for their meetings and maintain official minutes of their meetings. The principal maintains a file of the agendas, and minutes of all teams.

Instructional teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop & refine units of instruction & review student learning data. The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more) for at least an hour each meeting. The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

**The above practices are to be recognized as guidelines. It is understood that some schools will structure teams to suit their unique staffing and classroom logistics.

Overview

The mission of the Alaska Board of Education is to ensure quality, standards-based instruction to improve academic achievement for all students. Additionally, the new ESEA flexibility waiver has initiated a change in objectives: Alaska Statute 14.03.015 provides important guidance. It reads, "It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them."

Implementing effective structures that support the goals and guidance of the State of Alaska Department of Education and Early Development will help schools address critical areas of educational reform. **These practices are to be recognized by school teams as guiding processes – that is, the practices should be generally followed unless there is a sound reason to diverge from them.** For instance, if data analysis indicates a need to focus school-level objectives in one area such as instruction or school climate, then the school team should plan with those needs in mind.

GUIDING NARRATIVE FOR SCHOOL IMPROVEMENT PLANNING

The Needs Assessment & Analyzing Data

The School Needs Assessment Supplemental Form (Appendix F), is a document that provides a place for collection of information about school goals/objectives, student performance, sub-group performance, school demographics, and possibly school programs and perception data. It is essential to have an accompanying collection of clear charts and graphs with succinct interpretations of data results to aid in filling out the school needs assessment. On page 2 of the School Needs Assessment number 3 contains five pre-written goals/objectives (A-E) for schools to plan for, and on page 3 of the form there is a table for writing any *additional* goals/objectives the school might have. Also on page 3 of the form is an area to write a narrative summary of the data analysis results.

Objectives created for school improvement are based upon the needs emerging from the data; therefore, it is important that schools, with the support of districts, are able to collect appropriate data efficiently and find ways to manage and display the data so that all staff members are able to analyze, communicate, and act upon it. *This analysis, communication, and subsequent actions are the heart of the continuous improvement process.*

Example Data Analysis

Schedule a staff meeting to review the data. This meeting should allow ample time for the data to be presented, discussed, and preliminary analysis established. *This is a hands-on process for staff to get into the data, to discuss it in small groups, and to offer narrative statements of strengths and weaknesses of the school*.

Write narrative statements. Craft a non-evaluative, yet rather specific, narrative statements reflecting the strengths and/or needs noted within each data source. Graphic representation of the data is ideal for both the review and explanation of the data. During this time the team can fill out the School Needs Assessment (Appendix F).

Prioritize the needs. Once all of the needs have been established and discussed prioritize which needs have the greatest potential for improving student performance. These needs will be addressed by assessing the related indicators and creating a school improvement plan by writing objectives and adding tasks.

Assessing Indicators

This is the process that identifies needs focused on by the entire school community. The process requires school teams of diverse stakeholders to determine the school's current status of implementation compared to each Indicator being assessed. School teams are encouraged to examine data related to their low-performing subgroups, graduation rates, and attendance, as well as data related to the *all* students group, when determining the school's level of development on each indicator.

Example Process
School team chooses indicators to assess based on their school's designation (see tables: Requirements for Designated Schools on pages 6-7), and based on the needs established by the data analysis process. The team can decide whether to enter information from their assessment discussions directly into the Alaska STEPP online program, or the team can choose to use the paper worksheets found on the navigation toolbar of Alaska STEPP (Appendices F, G, H). If Alaska STEPP, the online planning tool, is not being used for school improvement planning, a school can still use the processes and tools provided in this handbook for effective and research based school improvement planning.

Next, the school team will determine the current level of implementation of each indicator being assessed after discussing what is actually happening at the school and after reading the Wise Ways research that describes research based practices. Wise Ways, which are brief articles found in Alaska STEPP, describe observable practices and behaviors essential for full implementation of the indicator. WiseWays also provide a filter or lens through which team members can view the school's current level of development of the indicator.

Explaining the implementation level of indicators being assessed 'in detail' is very important for future school improvement planning. It is highly effective to list examples, give specific and succinct evidence of both strengths and challenges, and be honest with reflection and documentation of current levels of implementation when assessing indicators. It may also be helpful to write the assessments as if being written for a new staff member without any prior knowledge of the site.

Access the entire Alaska STEPP Manual at:
http://education.alaska.gov/aksupport/akstepp/STEPP_User_Manual.pdf

Creating a Plan - Writing Objectives & Adding Tasks

The create step on page 8 of this handbook is the phase when schools plan improvement for the prioritized needs of a given school year: what focused objectives will the school community work toward during the current school year? Using indicators to write objectives helps a school keep a picture in their mind of what a fully implemented effective practice looks like, i.e., the objective is a detailed description of what an effective practice will look like when it is achieved at a particular school. While the indicators of effective practice provided to schools by EED are pre-written objectives, schools should keep the focus of their planning narrow, yet deep, so plans can be realistic. In this way, achievable tasks can be created that will ensure full implementation of objectives. A single objective may have several related tasks, each addressing a specific strategy or intervention, but each task should lead to full implementation of a written objective.

Planning Effective Objectives and Creating Meaningful Tasks
The description of an objectives should not include information that tells how to achieve the goal, but only what the targeted accomplishment will be. Measurable objectives can be proven with evidence. Objectives are written in an active voice and are written to directly or indirectly have a positive impact on student academic achievement. Created tasks indicate or imply that specific action will be taken. Tasks should be clearly linked to the identified needs and objectives and help objectives to be reached. They should be assigned to appropriate and multiple staff members. And, tasks should be acceptable and understood by all stakeholders.

Monitoring and Implementing the Plan

Monitoring and implementing a school improvement plan are fixed processes of continuous school improvement planning. If the school improvement plan is not systematically monitored and implemented with diligence, continuous planning is essentially not occurring. Providing consistent information and feedback to school community stakeholders is an important part of the continuous improvement plan design.

Decades of research shows that regular feedback improves goal setting and implementation effectiveness, and some researchers have argued that feedback is a necessary condition for goal-setting to enhance performance.

Example Processes and Recommendations

Monthly meeting dates should be established for the entire year at the beginning of the school year (see School Teams Information on page 9 of this Handbook). Include planned checkpoints to ensure school staff receive feedback needed to determine how well improvement strategies are working. The school team should meet a minimum of once a month for the purpose of coordinating school improvement work using feedback to make decisions about changing ineffective strategies and continuing those that work. Special meetings may be called as needed by the team leader. The principal maintains a file of the agendas, work products, and minutes of all teams. For complete information on school teams access the following link: http://www.indistar.org/action/courses.html

Receiving Feedback from EED

Depending on a school's designation, the school will receive feedback from an EED assigned liaison regarding the processes and/or content of school improvement plans. A review rubric will be used as a tool to promote healthy school improvement dialogue between school leadership and EED personnel. The feedback will be provided through email, phone conversations, and/or teleconferences. The purpose of the feedback is to help schools strengthen their processes and/or clarify content of their school improvement planning. Review rubrics will also be used to evaluate adequacy of plans required to be approved by EED. (See rubrics Appendices B, C, D). EED liaisons are also available to provide technical assistance with the Alaska STEPP online planning tool, and in some instances they are available to provide on-site training.

Additional Narrative

Though aligned and rigorous curricula and professional development are not included in the processes for school improvement planning as diagramed on page 8 of this handbook, they are an integral part of school reform. Short summaries in the paragraphs below site evidence for implementing best practices concerning curricula and professional development.

Aligned and Rigorous Curricula

Evidence Review: In an effective system, teachers, working in teams, build the taught curriculum from learning standards, curriculum guides, and a variety of resources, including textbooks, other commercial materials, and teacher-created activities and materials. Instructional teams organize the curriculum into unit plans that guide instruction for all students and for each student. The unit plans

assure that students master standards-based objectives and also provide opportunities for enhanced learning.

A unit of instruction is typically three to six weeks of work within a subject area for a particular grade level or course sequence. To pool teacher expertise and secure a guaranteed, taught curriculum, an Instructional Team can develop a plan for each unit. The plan is shared by all the teachers who teach that subject and grade level. The alignment process serves two related purposes: it serves as a check on guide/text/test congruence, and it provides teachers with an organizational structure for their own planning (Glatthorn, 1995).

Reference:

Glatthorn, A. (1995). *Developing a quality curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.

Professional Development

Professional development should parallel the school improvement plan and evidence of research based practices in the classroom as determined by systematic classroom observations by the principal and by peers. When the school improvement plan calls for new expertise to enable the school to move in a new direction or to address a particular problem, professional development is a means for elevating the skill and knowledge of administrators, teachers, and staff. When classroom observations by the principal or other teachers (as in peer observation and collegial learning) indicate a general need for improvement across the faculty, well-planned professional development is a way to improve. When classroom observations by the principal or another teacher show an individual teacher's areas that need improvement, that teacher's personal development plan can include training or coaching to assist the teacher in the area of need.

Source: Tabitha Grossman, *State Policies to Improve Teacher Professional Development*

POST PLANNING QUESTIONS TO ASK

— Does the school have aligned and rigorous curricula?

— Are school teams formed in a structured manner?

— Does the school needs assessment include a variety of data sources: student performance, demographics, attendance, behavior, or possibly school programs and perceptions?

— Are the targeted needs identified in the needs assessment actually being addressed by the plan?

— Were diverse stakeholders involved with assessing indicators of effective practice?

— Have objectives been written with an active voice containing a verb?

— Can evidence be provided that shows when objectives have been met?

— Are tasks linked to needs and objectives?

— Are the tasks being completed as recommended and planned?

— Are those who have a role in taking action doing their part to successfully accomplish the plan?

— Is collecting evidence of task completion and monitoring taking place as specified in the plan?

— Is there a system in place so changes can be made to the plan based on feedback, formative assessments, and summative assessments?

— Is there a plan to regularly engage the school community with the improvement planning process?

4- AND 5- STAR SCHOOLS

4- and/or 5- star schools must submit a school improvement plan if:

- For two consecutive years, failed to meet its annual measurable objective for the school as a whole or for any subgroup at the school
- Enrolls students in grade 12, and experienced a decline in the school's graduation rate for the school as whole or for any subgroup at the school
- Has a participation rate of less than 95 percent

4- and 5- Star Schools	
Requirements	**Outcomes or Resources**
Must submit an improvement plan for specified subgroup or school issue by November 1st of each school year.	Outcome: Improvement Plan for subgroup(s), graduation rate, and/or participation rate.
Improvement plan will be **reviewed and approved by a school district appointee**	Outcome: **District approved** improvement plan
Development of improvement plan follows certain suggested procedures and EED template:	Resource: School Improvement Handbook and 4- & 5- Star School Improvement Action Planning Template (Appendix J)
School team analyzes AMOs, ASPI data, Graduation Rate, subgroup data and/or participation rate.	Outcome: Identified need for subgroup and/or issue.
School chooses indicators to assess or goals to achieve based on data analysis.	Outcome: Improvement objectives/goals
Write objectives and add achievable tasks for items **that address areas of greatest need** based on the data analysis outcome.	Outcome: Improvement Plan Resource: AMO targets set by EED (Appendix K)
Create a copy of improvement plan for district.	Outcome: Documentation of plan and planning processes.

DISTRICTS

A district shall prepare and submit to EED a District Improvement Plan if

- at least 25% of the schools in the district are 1- or 2- star schools
- at least 25% of the students in the district attend a 1- or 2- star school

Districts	
Requirements	**Outcomes or Resources**
Must submit a district improvement plan by November 1st of each school year.	Outcome: Alaska STEPP Comprehensive Plan Report.
Alaska STEPP improvement plan will be **reviewed by EED**	Outcome: EED Oversight District Improvement Plan
Improvement plan **must include**: • oversight of school's improvement plans specifically focusing support for 1- and 2-star school plans • adoption and implementation of reading and mathematics programs that are aligned to the state content standards • processes in place to facilitate teaching staff having collaborative discussions of individual student progress at least weekly • regular use of assessments that provide feedback for adjustment of ongoing teaching and learning in order to improve achievement of intended instruction outcomes • school-level instructional management that provides professional development and technical assistance to staff and addresses instruction in the state content standards	Resource: Suggested Indicators of Effective Practice • 6.3 District Staff Monitors School Improvement • 1.1 District-approved curricula are aligned with Alaska Content Standards 1.2 The district uses established procedures to monitor aligned curricula • 5.5 District allocates sufficient time and resources to support professional development outlined in district improvement plan • 3.4 District monitors the effectiveness of instruction by examining data from district wide formative assessments • 3.1 District monitors if instructional activities are aligned to Alaska Content Standards 6.4 District ensures that instructional leaders have access to and are helping teachers implement Alaska Content Standards
Write objectives and add tasks for above items	Outcome: District Improvement Plan
Create a copy of district improvement plan.	Outcome: Documentation of plan & planning processes.

TITLE I SCHOOLS

Title I Schoolwide schools being referred to in the Handbook are Title I schools operating a Schoolwide Program who are also designated either 1-, 2-, 3- stars, or priority or focus and want to include their schoolwide plan in Alaska STEPP.

Title I Targeted Assistance schools being referred to in the Handbook are Title I schools operating a Targeted Assistance Program who are also designated either 1-, 2-, 3- stars, priority or focus.

Title I Schoolwide School	
Requirements	**Outcomes or Resources**
Follow the school improvement requirements as outlined above according to school designation.	Outcome: Alaska STEPP Comprehensive Plan Report
Additionally, assess Domain 8 Title I Schoolwide Plan Indicators: 8.04, 8.05, 8.06 & 8.07.	Outcomes: Title I Schoolwide Plan
Create tasks for all Domain 8 Indicators and for all Key Indicators that are not rated as fully implemented.	Resource: Title I Schoolwide Assurances with Guidance (Appendix K)
Upload Title I Schoolwide Assurances on Alaska STEPP.	Outcome: Documentation of a Title I Schoolwide Plan in Alaska STEPP

Title I Targeted Assistance School	
Requirements	**Outcomes or Resources**
Follow the school improvement requirements as outlined above according to school designation.	Outcome: Alaska STEPP Comprehensive Plan Report
Additionally, enter multiple academic criteria for selecting students eligible to receive Title I-A services and describe the services to be provided in indicator 3.02 on Alaska STEPP.	Outcomes: Title I Targeted Assistance Plan
Create necessary tasks if indicator 3.02 is not assessed as fully implemented.	Outcome: Documentation of a Title I Targeted Assistance Plan in Alaska STEPP Resource: Guidance for Using AK STEPP as a Title I Plan – Title I Schools Operating a TA Program (Appendix K)

APPENDICES

A. 7 Turnaround Principles Crosswalked with Key Indicators
B. 1- & 2- Star Process Review Rubric
C. Focus School Content Review Rubric
D. Priority School Content Review Rubric
E. School Needs Assessment
F. Assessing Indicators Worksheet
G. Planning Worksheet
H. Implementation Worksheet
I. Domains and Indicators of Effective Schools
J. 4- or 5- Star School Improvement Action Planning Template
K. Additional Resources

APPENDIX A

THE 7 TURNAROUND PRINCIPLES

CROSS WALKED WITH KEY INDICATORS

Turnaround Principle	Alaska STEPP Indicator
1. Strong and effective leadership ○ Demonstrate to EED effectiveness of principal based on track record and increase in student achievement or seek a replacement with skills and abilities to lead school turnaround effort. ○ Provide operational flexibility to principal in areas of scheduling, staff, curriculum & budget as applicable to improve achievement.	○ ***The Leadership Domain does not include Key Indicators, because Alaska STEPP is not designed as an evaluative tool, and the first 2 Turnaround Principles, Strong and Effective Leadership & Effective Teachers, involve using an effective system of evaluation. Therefore, the 12 Key Indicators are cross walked only with the last 5 of the 7 Turnaround Principles. Priority and Focus schools will be expected to address areas for effective teachers and leadership through educator evaluations.*** ○ N/A
2. Effective teachers ○ Review effectiveness of all teachers and retain those demonstrated to be effective through evaluations and student learning data, seeking any needed replacements with ability to be successful in the turnaround effort ○ Preventing ineffective teachers from transferring to school ○ Provide job-embedded professional development informed by teacher evaluation system and tied to teacher and student needs.	○ N/A ○ N/A ○ Domain 5 5.1 Student achievement data are a primary factor in determining professional development priorities. 5.3 Professional development is embedded into the daily routines and practices of school staff.
3. School calendar maximizes time for learning ○ Redesign the school day, week or year to provide additional time for student learning and teacher collaboration.	○ Domains 3 and 4 3.2 A coherent, written, school-wide plan to help low performing students become proficient has been implemented. 4.5 Extended learning opportunities are made available and utilized by students in need of additional support. *(Extended learning opportunities can be within the school day as well as outside the school day.)*

Turnaround Principle	Alaska STEPP Indicator
4. Strengthen school's instructional program ○ Use of research-based instructional strategies curriculum materials aligned with state academic content standards.	○ Domains 1 and 3 1.1 The district approved scientifically research based curricula, which have been aligned with Alaska State Standards, are being implemented. 3.2 A coherent, written, school-wide plan to help low performing students become proficient has been implemented. 3.3 The use of research-based instructional practices and programs guides planning and teaching.
5. Use of data to inform instruction ○ Use screening assessments three times a year; use data from these assessments and others to provide interventions when needed and to improve instruction.	○ Domains 2 and 3 2.3 Universal screening assessments are administered multiple times a year in all SBA tested content areas. 3.4 Teachers regularly measure the effectiveness of instruction using formative assessment data.
6. School environment ○ Improve safety & discipline, implementing schoolwide behavior plan. ○ Address students' social, emotional and health needs.	○ Domain 4 4.3 School-wide behavior standards are communicated by staff and are achieved by students. 4.6 The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.
7. Family and community engagement ○ Provide ongoing mechanisms to reflect cultural values and increase parent & community engagement in progress and engagement in the school and to support learning at home.	○ Domain 4 4.7 Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home. 4.8 Staff communicates with parents and community members to inform them about school priorities and to invite their participation.

APPENDIX B

1 & 2 STAR SCHOOLS PROCESS RUBRIC

1& 2 Star Schools Content Rubric for Alaska STEPP Plan Review and Documentation 2015-2016

Submission Date			
Needs Assessment	Plan Submission	Assurances	SW Assurances

School _____ EED Liaison _____
District _____ Date _____
Principal _____ _____
District SI Contact _____ _____

Review of Planning Process	Very Evident	Somewhat Evident	Missing/ Unclear
A. School Improvement Team			
1. Plan indicates the team has met and considered Needs Assessment and indicators.			
2. Team seeks the input of diverse stakeholders.			
3. Plan indicates the team will meet periodically throughout the school year.			
4. District level support and oversight is evident in the planning phase.			
Comments			
B. Needs Assessment			
1. Multiple sources of data have been considered: ASPI, SBA, screeners, ELP, behavior, etc.			
2. Data is broken out by subgroups as appropriate.			
3. Goals link obviously and directly to data and needs.			
Comments			
C. Self-Assessment of Indicators			
1. The assessed indicators support areas of need and goals from the needs assessment.			
2. Ratings and explanation or evidence for rating is well developed for assessed indicators			
3. Plan components indicate areas of strength and areas for improvement.			
Comments			
D. Objective / Task Planning			
1. Objectives are clearly written and describe specific evidence of fully met objective.			
2. Tasks are clearly linked to the needs and goals previously identified.			
3. Tasks indicate or imply specific actions will be taken.			
4. Tasks have been assigned to multiple people.			
Comments			
E. Follow-Up and Continuous Improvement			
1. Intent and plans exist for timely review, follow-up, and revision of the plan to occur.			
2. Someone is responsible to manage the progress monitoring of the plan.			
3. School communicates with and is accountable to district for implementation.			
Comments			

APPENDIX C

FOCUS SCHOOLS CONTENT REVIEW RUBRIC

Submission Date			
Needs Assessment	Plan Submission	Assurances	SW Ass

Focus Schools Content Rubric for Alaska STEPP Plan Review and Documentation 2015-2016

School _____ EED Liaison _____
District _____ Date _____
Principal _____ _____
District SI Contact _____ _____

Review of Planning Process	Very Evident	Somewhat Evident	Missing/ Unclear
A. School Improvement Team			
1. Plan indicates the team has met and considered Needs Assessment and indicators.			
2. Team seeks the input of diverse stakeholders.			
3. Plan indicates the team will meet periodically throughout the school year.			
4. District level support and oversight is evident in the planning phase.			
Comments –			
B. Needs Assessment			
1. Multiple sources of data have been considered: ASPI, SBA, screeners, ELP, behavior, etc.			
2. Data is broken out by subgroups as appropriate.			
3. Goals link obviously and directly to data and needs.			
Comments –			
C. Self-Assessment of Indicators			
1. The assessed indicators support areas of need and goals from the needs assessment.			
2. Ratings and explanation or evidence for rating is well developed for assessed indicators			
3. Plan components indicate areas of strength and areas for improvement.			
Comments -			
D. Objective / Task Planning			
1. Objectives are clearly written and describe specific evidence of fully met objective.			
2. Tasks are clearly linked to the needs and goals previously identified.			
3. Tasks indicate or imply specific actions will be taken.			
4. Tasks have been assigned to multiple people.			
Comments			
E. Follow-Up and Continuous Improvement			
1. Intent and plans exist for timely review, follow-up, and revision of the plan to occur.			
2. Someone is responsible to manage the progress monitoring of the plan.			
3. School communicates with and is accountable to district for implementation.			
Comments			

Turnaround Principle	Alaska STEPP Indicator	EED Liaison Review Notes
1. Strong and effective leadership ○ Demonstrate to EED effectiveness of principal based on track record and increase in student achievement or seek a replacement with skills and abilities to lead school turnaround effort. ○ Provide operational flexibility to principal in areas of scheduling, staff, curriculum & budget as applicable to improve achievement.	○ N/A ○ N/A	***The Leadership Domain does not include Key Indicators, because Alaska STEPP is not designed as an evaluative tool, and the first 2 Turnaround Principles, Strong and Effective Leadership & Effective Teachers, involve using an effective system of evaluation. Therefore, the 12 Key Indicators are cross walked only with the last 5 of the 7 Turnaround Principles. Priority and Focus schools will be expected to address areas for effective teachers and leadership through educator evaluations.***
2. Effective teachers ○ Review effectiveness of all teachers and retain those demonstrated to be effective through evaluations and student learning data, seeking any needed replacements with ability to be successful in the turnaround effort ○ Preventing ineffective teachers from transferring to school ○ Provide job-embedded professional development informed by teacher evaluation system and tied to teacher and student needs.	○ N/A ○ N/A ○ Domain 5 5.2 Student achievement data are a primary factor in determining professional development priorities. 5.4 Professional development is embedded into the daily routines and practices of school staff.	
3. School calendar maximizes time for learning ○ Redesign the school day, week or year to provide additional time for student learning and teacher collaboration.	○ Domains 3 and 4 3.3 A coherent, written, school-wide plan to help low performing students become proficient has been implemented. 4.6 Extended learning opportunities are made available and utilized by students in need of additional support. *(Extended learning opportunities can be within the school day as well as outside the school day.)*	

Turnaround Principle	Alaska STEPP Indicator	EED Liaison Review Notes
4. Strengthen school's instructional program ○ Use of research-based instructional strategies curriculum materials aligned with state academic content standards.	○ Domains 1 and 3 1.2 The district approved scientifically research based curricula, which have been aligned with Alaska State Standards, are being implemented. 3.5 A coherent, written, school-wide plan to help low performing students become proficient has been implemented. 3.6 The use of research-based instructional practices and programs guides planning and teaching.	
5. Use of data to inform instruction ○ Use screening assessments three times a year; use data from these assessments and others to provide interventions when needed and to improve instruction.	○ Domains 2 and 3 2.4 Universal screening assessments are administered multiple times a year in all SBA tested content areas. 3.7 Teachers regularly measure the effectiveness of instruction using formative assessment data.	
6. School environment ○ Improve safety & discipline, implementing schoolwide behavior plan. ○ Address students' social, emotional and health needs.	○ Domain 4 4.4 School-wide behavior standards are communicated by staff and are achieved by students. 4.9 The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.	
7. Family and community engagement ○ Provide ongoing mechanisms to reflect cultural values and increase parent & community engagement in progress and engagement in the school and to support learning at home.	○ Domain 4 4.10 Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home. 4.11 Staff communicates with parents and community members to inform them about school priorities and to invite their participation.	

APPENDIX D

PRIORITY SCHOOLS CONTENT REVIEW RUBRIC

Priority Schools Content Rubric for Alaska STEPP Plans and Documentation 2015-2016

Submission Date		
Needs Assessment	Plan Submission	Assurances

School _____ EED Liaison _____
District _____ Date _____
Principal _____ _____
District SI Contact _____ _____

Review of Planning Process	Very Evident	Somewhat Evident	Missing/ Unclear
A. School Improvement Team			
1. Plan indicates the team has met and considered Needs Assessment and indicators.			
2. Team seeks the input of diverse stakeholders.			
3. Plan indicates the team will meet periodically throughout the school year.			
4. District level support and oversight is evident in the planning phase.			
Comments			
B. Needs Assessment			
1. Multiple sources of data have been considered: ASPI, SBA, screeners, ELP, behavior, etc.			
2. Data is broken out by subgroups as appropriate.			
3. Goals link obviously and directly to data and needs.			
Comments			
C. Self-Assessment of Indicators			
1. The assessed indicators support areas of need and goals from the needs assessment.			
2. Ratings and explanation or evidence for rating is well developed for assessed indicators			
3. The narrative indicates areas of strength and areas for improvement.			
Comments			
D. Objective / Task Planning			
1. Objectives are clearly written and describe specific evidence of fully met objective.			
2. Tasks are clearly linked to the needs and objectives previously identified.			
3. Tasks indicate or imply specific actions will be taken.			
4. Tasks have been assigned to multiple people.			
Comments			
E. Follow-Up and Continuous Improvement			
1. Intent and plans exist for timely review, follow-up, and revision of the plan to occur.			
2. Someone is responsible to manage the progress monitoring of the plan.			
3. School communicates with and is accountable to district for implementation.			

Turnaround Principle	Alaska STEPP Indicator	Outcomes Required in Action Plan	EED Liaison Review Notes
1. Strong and effective leadership ○ Demonstrate to EED effectiveness of principal based on track record and increase in student achievement or seek a replacement with skills and abilities to lead school turnaround effort. ○ Provide operational flexibility to principal in areas of scheduling, staff, curriculum & budget as applicable to improve achievement.	○ N/A ○ N/A	○ Demonstrate through principal evaluation process, rating document, and inclusion of student learning data. (Indicators in Domain 6 also align, but are not evaluation process. ○ District office demonstrates through policy or other documentation of type of appropriate flexibility to be provided to principal.	***The Leadership Domain does not include Key Indicators, because Alaska STEPP is not designed as an evaluative tool, and the first 2 Turnaround Principles, Strong and Effective Leadership & Effective Teachers, involve using an effective system of evaluation. Therefore, the 12 Key Indicators are cross walked only with the last 5 of the 7 Turnaround Principles. Priority and Focus schools will be expected to address areas for effective teachers and leadership through educator evaluations.***

Turnaround Principle	Alaska STEPP Indicator	Outcomes Required in Action Plan	EED Liaison Review Notes
2. Effective teachers ○ Review effectiveness of all teachers and retain those demonstrated to be effective through evaluations and student learning data, seeking any needed replacements with ability to be successful in the turnaround effort ○ Preventing ineffective teachers from transferring to school ○ Provide job-embedded professional development informed by teacher evaluation system and tied to teacher and student needs.	○ N/A ○ N/A ○ Domain 5 5.3 Student achievement data are a primary factor in determining professional development priorities. 5.5 Professional development is embedded into the daily routines and practices of school staff.	○ Demonstrate through teacher evaluation process, rating document, and inclusion of student learning data. ○ District office demonstrates through policy or other documentation. ○ Documented in Action Plan for indicators 5.1 and 5.3	

Turnaround Principle	Alaska STEPP Indicator	Outcomes Required in Action Plan	EED Liaison Review Notes
3. School calendar maximizes time for learning ○ Redesign the school day, week or year to provide additional time for student learning and teacher collaboration.	○ Domains 3 and 4 3.4 A coherent, written, school-wide plan to help low performing students become proficient has been implemented. 4.7 Extended learning opportunities are made available and utilized by students in need of additional support. *(Extended learning opportunities can be within the school day as well as outside the school day.)*	○ Provide a copy of the school day/week/year schedule from 2015-2016 and the proposed schedule for 2015-2016 to show how schedule has been redesigned ○ Action Plans for 3.2 and 4.5 must include a minimum of: • A dedicated weekly meeting for teacher collaboration • 90 minutes core reading instruction daily (K-6) • An additional 30 minutes of daily reading interventions for students below grade level (K-6) • Structured daily reading interventions for 7-12 graders who are below grade level • 60 minutes of daily core math instruction for K-6 • Structured daily math interventions for 7-12 graders who are below grade level	

Turnaround Principle	Alaska STEPP Indicator	Outcomes Required in Action Plan	EED Liaison Review Notes
4. Strengthen school's instructional program ○ Use of research-based instructional strategies curriculum materials aligned with state academic content standards.	○ Domains 1 and 3 1.3 The district approved scientifically research based curricula, which have been aligned with Alaska State Standards, are being implemented. 3.8 A coherent, written, school-wide plan to help low performing students become proficient has been implemented. 3.9 The use of research-based instructional practices and programs guides planning and teaching.	○ Action Plans must include: • All teachers implement and teach with fidelity the district adopted curricula	
5. Use of data to inform instruction ○ Use screening assessments three times a year; use data from these assessments and others to provide interventions when needed and to improve instruction.	○ Domains 2 and 3 2.5 Universal screening assessments are administered multiple times a year in all SBA tested content areas. 3.10 Teachers regularly measure the effectiveness of instruction using formative assessment data.	○ Action Plans must include: • A universal screener is administered 3 times per year to all students • Benchmarking data is analyzed and used to design appropriate interventions for identified students	

Turnaround Principle	Alaska STEPP Indicator	Outcomes Required in Action Plan	EED Liaison Review Notes
6. School environment ○ Improve safety & discipline, implementing schoolwide behavior plan. ○ Address students' social, emotional and health needs.	○ Domain 4 4.5 School-wide behavior standards are communicated by staff and are achieved by students. 4.12 The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.	○ Action Plans must include: • Implement a school-wide behavior plan ○ Plans must also address students' social emotional and health needs. These may be included in indicator 4.6	
7. Family and community engagement ○ Provide ongoing mechanisms to reflect cultural values and increase parent & community engagement in progress and engagement in the school and to support learning at home.	○ Domain 4 4.13 Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home. 4.14 Staff communicates with parents and community members to inform them about school priorities and to invite their participation.	○ Action Plans must clearly show two-way communications and ways to engage parents and community	

APPENDIX E

School Needs Assessment

For use with Alaska STEPP

School Name _____ Date _____

This needs assessment is designed to be used to assist a school in determining areas of greatest need in order to focus on the most appropriate indicators in the six domains of the Alaska's Effective Schools Framework for the school improvement plan. This needs assessment also fills the requirement for use in a Title I Schoolwide Plan which must include needs of the entire school including all subgroups of students represented in the school, including migrant students, in relation to achieving the academic content standards.

1. Sources of Data

Please check all sources of data that were used in developing this needs assessment.

Check if used	Data Description	Specific data
	State content assessments in reading, writing and math, including comparison with AMO targets (RDG, WRT, MTH)	
	Participation rate in state assessments (PART)	
	Alaska School Performance Index (ASPI) data on school progress	
	Universal screening assessments (specify name of assessments, grade levels and subjects used)	
	Other school or district assessment data	
	English language proficiency assessment data (ELP)	
	Graduation rate data (GRAD)	
	Dropout rate data	
	College & Career Ready data from ASPI (CCR)	
	Attendance rate data (ATT)	
	Behavioral data (BHVR)	
	School demographic data	
	Other (describe)	
	Other (describe)	

2. Areas of Need

After analyzing the school data, in the chart below, for each student group, indicate with a YES or other notation such as a grade span, such as HS or K-5, if the specified area is a need at the school for all students or for one or more subgroups of students.

NEED AREA Student Group	RDG	WRT	MTH	PART	GRAD	ATT	CCR	BHVR	ELP	Other:
All students										
Alaska Native/ American Indian										
Students with Disabilities										
English Learners (LEP)										
Economically Disadvantaged										
Migrant students										
Other group:										
Other group:										
Other group:										

3. Goals

<u>The following goals will be assumed for each school.</u>

A. The school will meet its AMO targets in reading, writing, and math for all students and for each of the following subgroups with 5 or more members – all ethnic/racial subgroups (Caucasian, Alaska Native/American Indian, African American, Asian/Pacific Islander, Hispanic, two or more races), economically disadvantaged students, students with disabilities, and limited English proficient students. The AMO targets are designed to reduce by .5%, over a six year period, the percent of students not proficient in reading, writing and math.

B. The school will meet the participation rate target of 95% in the reading, writing and math state assessments.

C. The school will meet the graduation rate target of 90% for all students and for each of the subgroups defined above, for schools that have 12th graders.

D. The school will meet the attendance rate target of 95% for all students and for each of the subgroups defined above.

E. If the school has 5 or more limited English proficient students, the school will meet the targets for the LEP students for making progress and attaining proficiency in learning English.

For any other areas of need identified in the chart above, the school should set a SMART (Specific, Measurable, Attainable, Realistic, Time-Bound) goal.

For any other areas of need identified in the chart above, the school should set a SMART (Specific, Measurable, Attainable, Realistic, Time-Bound) goal.

Examples:

- *"By the end of the 2015/2016 school year, the percent of non-proficient migrant students in reading will decrease by 3%."*
- *"By the end of the 2015/2016 school year, the percent of discipline referrals to the school office will decrease by 10%."*
- *"By the end of the 2015/2016 school year, 85% of the 12th graders that take the ACT or SAT or WorkKeys will earn a score that qualifies for points on the ASPI College and Career Ready indicator."*

Complete additional SMART goals in as many areas of need that are identified through the data analysis.

Area of Need	**Goal**

4. Alaska STEPP Domains and Indicators

In the Alaska STEPP online tool, determine the most important indicators in each of the six domains (curriculum, instruction, assessment, professional development, school learning environment, and leadership) that will need to be addressed to enable the school to meet the goals identified in the areas of need.

- Schools identified as Priority schools must address each of the Key indicators and may address others.
- Schools identified as Focus schools should carefully consider addressing the Key indicators as well as others based on the identified needs of the school.
- All other schools will address the indicators in Alaska STEPP based on the areas of need identified in the school's needs assessment.
- Title I schools using Alaska STEPP for the schoolwide plans must address all Key indicators as well as those in Domain 8 that are particular to a Title I Schoolwide Plan. (See the chart in the Title I Schoolwide Plan Assurances document that aligns the schoolwide plan requirements with the Alaska STEPP indicators.)

5. Narrative statement that reflects strengths and/or needs

APPENDIX F

Assessing Indicators Worksheet

Date:

After the Leadership Team discusses the Wise Ways research, the team determines the level of implementation for the indicator: A. No Development (Not a Priority/ Interest), B. No Development (Will Include in plan), C. Limited Development, or D. Full Implementation. Then the team provides the information below relative to that level of implementation.

Category:

Section:

-

A. ☐ **No Development and Not a Priority or Interest**

Please explain why this is not a priority

B. ☐ **No Development - Will Include in Plan** **or.....**

C. ☐ **Limited Development**

Priority Score:

☐ 3 - High

☐ 2 -Medium

☐ 1 - Low

Opportunity Score:

☐ 3 - Relatively easy to address

☐ 2 - More difficult, but can be attained within current policy and / or budget

☐ 1 - Changes will be required to current policy and / or budget

Describe your current level of implementation

D. ☐ **Full Implementation**

Provide evidence of full and effective implementation. Also describe how the team will sustain these efforts.

Planning Worksheet

Date:

Write Objectives and Add Tasks

Category:

Section:

Plan

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

_____

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

3. Establish a date by which your description above will be a reality. ____ / _____ / _____

Tasks

T-1. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

T-1a. Assign a person to be responsible for this task. _____

T-1b. Establish a date this task will be completed. ____ / _____ / _____

T-1c. Record notes from your discussion that will be helpful to the person responsible for this task.

APPENDIX H

Monitoring/Implementation Worksheet

Objective #:
Objective and all tasks have been completed: Yes - No (circle one)
Date objective was met:
Evidence to support full implementation:
How efforts will be sustained:

Description of experience:

APPENDIX I

DOMAINS AND INDICATORS OF EFFECTIVE PRACTICE

Domain 1.0 - There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.
Indicators
1.1 School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards. **Key**
1.2 School staff use statewide assessment data to systematically review and identify gaps in the curricula.
1.3 School staff systematically use a review process to determine if the curricula address the learning needs of all students.
1.4 School staff use statewide assessment data to systematically review and identify gaps in the curricula.
Domain 2.0 - There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.
Indicators
2.1 School staff use formative and summative assessments that are aligned with district approved curricula and Alaska Content Standards.
2.2 School staff use established systems for collecting, managing, analyzing, and accessing data.
2.3 School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. **Key**
2.4 School staff use multiple data sources, including state assessment data, to evaluate how school programs impact student performance including specific sub groups and specific grade levels.
Domain 3.0 - There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.
Indicators
3.1 School staff use a system to plan instructional practices and programs that are aligned with Alaska Content Standards.
3.2 School staff implement a coherent documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to meet their needs and reach proficiency. **Key**
3.3 School staff use research-based instructional practices, programs and materials. **Key**
3.4 School staff consistently and regularly measure the effectiveness of instruction using data from a variety of formative assessments. **Key**
3.5 School staff hold high academic expectations for student learning and communicate them to students so that students understand what is needed to achieve at or above proficient levels.
Domain 4.0 - There is evidence that school culture and climate provide a safe, orderly environment conducive to learning for all students.
Indicators

4.1	School staff use effective classroom management strategies that maximize instructional time in all classrooms.
4.2	School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.
4.3	School staff communicate school-wide behavior expectations that are understood and achieved by students, and provide positive behavioral supports. **Key**
4.4	School staff consistently implement a school-wide attendance policy.
4.5	School staff provide extended learning opportunities, and students in need of additional support regularly participate. **Key**
4.6	School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community. **Key**
4.7	School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home, and they implement effective strategies to increase parent engagement. **Key**
4.8	School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff. **Key**
4.9	The school keeps physical facilities safe and orderly.
Domain 5.0 - There is evidence that professional development is based on data and reflects the needs of students, school staff, and the district.	
Indicators	
5.1	School staff use multiple sources of student performance data as a primary factor in determining professional development priorities. **Key**
5.3	School staff embed professional development into daily routines and practices. **Key**
5.4	Instructional leader(s) coordinate mentoring to support all new teachers in the development of instructional and classroom management skills.
5.5	Sufficient time and resources are allocated to support professional development outlined in the school instructional or improvement plan.
Domain 6.0 - There is evidence that school administrative leaders focus on improving student achievement.	
Indicators	
6.1	Instructional leader uses a team approach to facilitate the implementation of a continuous school improvement planning process that includes assessing, planning and monitoring.
6.2	Instructional leader(s) regularly assist teachers in understanding the use of student performance data to improve instruction.
6.4	Instructional leader(s) ensure that teachers have access to and are implementing Alaska Content Standards.
6.5	Instructional leader(s) conduct formal and informal observations and provide timely feedback to staff members about their instructional practices.
6.6	Instructional leader(s) consistently build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts.
6.8	Instructional leader(s) regularly analyze student performance data with school staff to plan for the increased achievement of all students.

Title I Schoolwide - Domain 8.0 Indicators
For a Schoolwide Title I Plan, use the following four Domain 8.0 Indicators along with the eleven Key Indicators labeled in the rubric above.
Domain 8.0- The school has a Schoolwide plan in place under Title IA.
Indicators
8.4 This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs.
8.5 Federal, State, and local service programs are integrated and coordinated
8.6 All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified
8.7 The school has strategies to attract and retain highly qualified teachers

For the complete document of Indicators and Rubric Scores access the following link:

http://education.alaska.gov/aksupport/akstepp/Alaska_STEPP_Domains_Indicators_Rubric.pdf

APPENDIX J

<INSERT SCHOOL NAME>
4- or 5-Star School Improvement Planning Template
2014-2015

Under Alaska's school accountability system, a school that receives a rating of 4- or 5-stars must prepare a school improvement plan if the school:

(1) for two consecutive years, failed to meet its annual measureable objective (AMO) for the school as a whole or for any subgroup at the school;
(2) enrolls students in grade 12, and experienced a decline in the school's graduation rate for the school as a whole or for any subgroups at the school; **or**
(3) has a participation rate of less than 95 percent on the state assessments.

The following planning and continuous improvement tool is recommended for use by schools and districts to manage the school improvement planning and implementation undertaken to remedy the student performance gap. (Districts should reference the data distributed by EED on September 2, 2014 titled *Two-Year Comparison of Annual Measureable Objective (AMO) Progress: 2012-2013 vs. 2013-2014*. Each item identified by an asterisk on this comparison sheet must be addressed in the following plan (4 AAC 06.845).

Identify members of the school improvement team

Improvement planning begins with identifying members of the school improvement team. Teams should include the instructional leader, teachers, paraprofessionals, parents, and other community members who are invested in the development of the school improvement plan. List all school improvement team members below.

School Administration	
Name	**Job Title**
School Teaching Staff	
Name	**Job Title**
Other School Staff	

Name	Job Title
Parent (with student enrolled at the school and is not an ASD employee who works at the school)	
Name	
Community Member (does not have a student enrolled at the school and is not an ASD employee)	
Name	

Of the following three sections, focus planning on the section(s) that correspond to the school's identified gap and specific subgroup. In formulating and implementing actions throughout the year, planning teams are encouraged to consider the domains and indicators of successful schools: 1) curriculum, 2) assessment, 3) instruction, 4) school learning environment, 5) professional development, and 6) leadership.
http://education.alaska.gov/aksupport/akstepp/Alaska_Effective_Schools_Framework.pdf)

ANNUAL MEASURABLE OBJECTIVES	
For two consecutive years, the school has not met its annual measureable objective(s) in the area(s) listed below.	
The AMO data that resulted in the school being identified for improvement planning follows: <insert AMO data> **AMO target data:** <insert target AMO data> **What additional data is available and used to inform the action plan?** <identify and insert additional data>	
Under Alaska's school accountability system, the school team must prepare an action plan that is specific to attaining the annual measurable objective(s) identified above.	
ACTION PLAN	
Below, **describe 2-3 tasks the school will implement during the 2014-15 school year**. The successful implementation of the tasks should enable the school to attain or make significant progress toward attaining the annual measurable objective(s) identified above.	
Task 1	

Person(s) responsible for monitoring completion of Task 1	
Task 2	
Person(s) responsible for monitoring completion of Task 2	
Task 3	
Person(s) responsible for monitoring completion of Task 3	
How frequently will the tasks above be monitored?	
☐	Weekly /
☐	Monthly /
☐	Quarterly /
Team Notes	
Enter dates school team met to develop and monitor this plan.	

GRADUATION RATE
The school has experienced a decline in its graduation rate for the school as a whole or for one or more of the subgroups at the school.
The graduation rate data that resulted in the school being identified for improvement planning follows: <insert grad rate data> **Graduation rate target data:** <insert target grad rate data> **What additional data is available and used to inform the action plan?** <identify and insert additional data>
Under Alaska's school accountability system, the school team must prepare an action plan that is specific to increasing the graduation rate in the area(s) identified above.
ACTION PLAN
Below, **describe 2-3 tasks the school will implement during the 2014-15 school year**. The successful implementation of the tasks should enable the school to increase the graduation rate in the area(s) identified above.

Task 1	
Person(s) responsible for monitoring completion of Task 1	
Task 2	
Person(s) responsible for monitoring completion of Task 2	
Task 3	
Person(s) responsible for monitoring completion of Task 3	

How frequently will the tasks above be monitored?	
☐	Weekly /
☐	Monthly /
☐	Quarterly /
Team Notes	
Enter dates school team met to develop and monitor this plan.	

PARTICIPATION RATE	
The school has a participation rate of less than 95 percent on the state assessments in the area(s) listed below.	
The participation rate data that resulted in the school being identified for improvement planning follows: <insert participation rate data> **Participation rate target data:** <insert target participation rate data> **What additional data is available and used to inform the action plan?** <identify and insert additional data> **What concerns does this reduced participation rate raise about the validity of AMO targets met?** <evaluate the nature of students not participating>	
Under Alaska's school accountability system, the school team must prepare an action plan that is specific to attaining a participation rate of 95 percent or more on the state assessments.	
ACTION PLAN	
Below, **describe 2-3 tasks the school will implement during the 2014-15 school year**. The successful implementation of the tasks should enable the school to attain a participation rate of 95 percent or more on the state assessments.	
Task 1	
Person(s) responsible for monitoring completion of Task 1	
Task 2	
Person(s) responsible for monitoring completion of Task 2	
Task 3	
Person(s) responsible for monitoring completion of Task 3	
How frequently will the tasks above be monitored?	
☐	Weekly /
☐	Monthly /
☐	Quarterly /

Team Notes	
Enter dates school team met to develop and monitor this plan.	

Once the school team completes this action plan, **by no later than November 1**, the school principal emails this form to the district school improvement coordinator. After technical review, the district will support and monitor implementation of this plan throughout the school year.

The school principal supports the implementation of this plan by holding regular team meetings to monitor the implementation of the action tasks documented above. The school team enters the dates the team met to develop and monitor the plan. The "Team Notes" section is used to record key information from plan development and monitoring meetings. The school principal retains a copy of updated "Team Notes" to be made available upon request by the district school improvement coordinator.

APPENDIX K

ADDITIONAL RESOURCES

- ALASKA STEPP MANUAL: http://education.alaska.gov/aksupport/akstepp/STEPP_User_Manual.pdf
- DOMAINS AND INDICATORS RUBRIC FOR SCHOOLS: http://education.alaska.gov/aksupport/akstepp/Alaska_STEPP_Domains_Indicators_Rubric.pdf
- ALASKA EFFECTIVE SCHOOL FRAMEWORK: http://education.alaska.gov/aksupport/akstepp/Alaska_Effective_Schools_Framework.pdf
- ASPI WORKSHEETS: http://education.alaska.gov/akaccountability/#c3gtabs-aspi
- AMO TARGETS: http://education.alaska.gov/akaccountability/#c3gtabs-amo
- SCHOOL INSTRUCTIONAL TEAMS: http://www.indistar.org/action/ADI_Documents/IPWorkbookFinalreg.pdf http://www.indistar.org/mwginternal/de5fs23hu73ds/progress?id=AbcEdWw78DR62ZDoEaIIchAjlljH3n0QNP4kC1M3Sgc, http://www.indistar.org/action/Instruction.html
- SCHOOL LEADERSHIP TEAMS: http://www.indistar.org/action/ADI_Documents/Leadership_Workbook.pdf http://www.indistar.org/mwginternal/de5fs23hu73ds/progress?id=kbkDJ2yb5oEtXR7RQ1Y7Vt8j1OFtlo2F_2XVEy093gE, http://www.indistar.org/action/Leadership.html
- TITLE I SCHOOLS: http://education.alaska.gov/aksupport/#c3gtabs-stepp
- EED CONTACTS:
  Brad Billings, School Recognition and Support, Administrator: brad.billings@alaska.gov
  Patricia Farren, School Recognition and Support, Specialist: patricia.farren@alaska.gov
  Sheila Box, School Recognition and Support, Specialist: sheila.box@alaska.gov

Indicators and Objectives Example

An Objective should describe what an indicator will look like when it is fully implemented at a particular school using their tests, their timelines, and their methods. Described in detail, rubric Score language of 3 or 3+ can be used as a starting point for this description.

Tasks are used to achieve the indicator as described by the objective. Due dates and persons responsible are entered into the STEPP system for each task.

An Indicator is an overarching and detailed description of an effective school practice.

Objective: *Alpha School* will use MAPs data, Developmental Profile (K), Dibels, Attendance data, Graduation data from the prior year, xyz Math program data, and student disciplinary data, reviewed by the Alpha PD committee and district leadership 2x per year in January and May to determine Professional Development priorities for the following school year.

Principal, Mr. Kelley and District personnel, Mr. Jones will staff the PD Committee and set January and May PD committe meeting dates.

MAPs, Graduation, xyz Math data, and student disciplinary data will be collected and prepared by Mr. Jones at District office for the January and May Meetings.

Developmental Profile and Dibels Data will be collected and prepared by Ms. Kinder for the January and May meetings.

Indicator: 5.01 School staff use multiple sources of student performance data as a primary factor in determining professional development priorities. (350)

Rubric Scores			
1	**2**	**3**	**3+**
Professional development is not linked to student performance data and is not reflective of student needs.	Professional development is randomly planned, or is not intentionally linked to the student performance data.	Multiple sources of student performance data is a primary factor in determining comprehensive professional development priorities.	Historical data on student performance is used to identify persistent trends and needs that should be addressed in current and future professional development sessions.