

THE ELEMENTARY AND SECONDARY EDUCATION ACT AS REAUTHORIZED

# **SY 2012 – 2013 Idaho Improvement Planning & Implementation Workbook**

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**District Improvement, Continuous Improvement, Rapid Improvement and School Turnaround Plans**

Instructions for Idaho's Local Education Agencies



Idaho State Department of Education

FALL 2012

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# **Improvement Planning Overview**

# 2012-2013 Improvement Planning Deadlines

LEAs are responsible for the quality of improvement plans submitted to the state for review. Districts are required to have a meaningful process for reviewing and providing feedback in the school improvement planning process.

## **District Improvement Plans ..... March 1, 2013**

(Required for Districts in Improvement Year 1 and beyond)

- SMART Goals (submitted via WISE Tool dashboard)
- WISE Tool Plan (submitted via WISE Tool dashboard)
- Alignment of Evaluation and State Funding Plans (submitted via WISE Tool dashboard)
- District Compliance Checklist
- Assurance Pages

## **District Turnaround Support Plan..... March 1, 2013**

(Required for Districts with Schools in Turnaround Planning)

- District Support Plan of Turnaround Schools (accessed through the District WISE Tool Plan via WISE Tool dashboard)
- District Support of Turnaround Schools Supplemental Plan (submitted via WISE Tool dashboard)
- District Support Plan of Turnaround Schools Compliance Checklist

## **Continuous Improvement Plan..... March 1, 2013**

- SMART Goals (submitted via WISE Tool dashboard)
- WISE Tool Plan (submitted via WISE Tool dashboard)
- Alignment of Evaluation and State Funding Plans (submitted via WISE Tool dashboard)
- Continuous Improvement Plan Compliance Checklist
- District Approved Continuous Improvement Plan Scoring Rubric
- Assurance Pages (Submitted by the district)

## **Rapid Improvement Plan ..... March 1, 2013**

- SMART Goals (submitted via WISE Tool dashboard)
- WISE Tool Plan (submitted via WISE Tool dashboard)
- Alignment of Evaluation and State Funding Plans (submitted via WISE Tool dashboard)
- Rapid Improvement Plan Compliance Checklist
- District Approved Rapid Improvement Plan Scoring Rubric
- Assurance Pages (Submitted by the district)

## **School Turnaround Plans..... March 1, 2013**

- SMART Goals (submitted via WISE Tool dashboard)
- WISE Tool Plan (submitted via WISE Tool dashboard)
- School Turnaround Plan (submitted via WISE Tool dashboard)
- Alignment of Evaluation and State Funding Plans (submitted via WISE Tool dashboard)
- School Turnaround Plan Compliance Checklist
- District Approved School Turnaround Plan Scoring Rubric
- Assurance Pages (Submitted by the district)

## **Plans Marked Need Revision – District Improvement Plans..... June 1, 2013**

- Revisions are required by the date listed (including resubmission of all required documents).

## **Plans Marked Need Revisions – School Plans (Continuous, Rapid & Turnaround)**

- The district will be notified if a school is marked as “Needs Revision”. Once notified the District is required to submit a letter to the SDE, within 30 days of receiving the State Rubric feedback, acknowledging and describing the steps the district will take to provide the school additional review, feedback and technical assistance.

**\*All plan documents must be received by 5:00 p.m. on the dates listed.**

## 2012-2013 Improvement Planning Overview

The purpose of an improvement plan is to improve the quality of teaching and learning in districts, schools, and classrooms. Improvement plans provide the framework for analyzing problems, identifying underlying causes, and addressing instructional issues in a school or district that has not made sufficient progress in student achievement and other student outcomes, such as advanced opportunities, graduation rates, and adequate growth over time.

An improvement plan should embody a comprehensive, highly structured specific and focused set of actions that primarily address the instructional core. The plan should incorporate strategies that are well grounded in applicable research and which are most likely to build the characteristics of effective schools. Improvement plans need to address the entire system but also resolve areas of concern identified in specific academic areas of performance that are weak.

This workbook outlines multiple types of plans at the school and district levels. The ISDE is emphasizing differentiated improvement planning requirements in order to match the performance needs at each level. The official lists of districts and schools required to submit improvement plans in the 2012-2013 cycle can be found on the State Department of Education website at: <http://www.sde.idaho.gov/site/schoolImprovement/>.

### 2012 - 2013 Improvement Plan Review Cycle

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

A sampling of the 2012-2013 District Improvement Plans will be reviewed by the State following the March 1, 2013 submission. Rubric feedback will be provided to Districts following the review.

Any District Improvement Plans marked as “needs revision” must be revised and resubmitted for additional review by June 1, 2013.

Districts are responsible for the quality of School Improvement Plans submitted to the State. **Districts MUST have a documented, meaningful and thorough process for reviewing and providing feedback on School Improvement Plans prior to submission to the ISDE.** Once the School Improvement Plan has been reviewed and approved by the district, the district must submit Assurances Pages to the ISDE by the March 1<sup>st</sup> deadline. These Assurances verify that the district has reviewed, provided feedback, and approved School Improvement Plans. Following district approval, the ISDE will review each Rapid Improvement and Turnaround Plan as well as a sampling of Continuous Improvement Plans selected for a verification review. Rubric feedback will be provided to the district and school for each plan reviewed.

Any School Improvement Plan marked as “Needs Revision” will need to be revised and resubmitted through the district’s process of review. Since it is the district’s responsibility to ensure that an approvable school improvement plan is in place, the district is required to submit a letter acknowledging and describing the steps the district will take to provide the school

additional review, feedback and technical assistance. The letter, including a timeline, must be submitted to the ISDE within 30 days of receiving notification that the plan needs revision.

All District and School Improvement Plans will be submitted in the WISE Tool for the 2012-2013 review cycle. The WISE Tool can be accessed at the website for the Center on Innovation and Improvement or through the following link: <http://www.centerii.org/SchoolRestructuring/login.aspx>. If you would like to have an account set up in the WISE Tool or training/assistance in using the tool, please contact Shasta Oswald by email at [soswald@sde.idaho.gov](mailto:soswald@sde.idaho.gov) or by phone at (208) 426-2154.

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

## Improvement Plan Submission

Improvement Plans are due by 5:00 p.m. (Mountain Time Zone) on March 1, 2013. Please note Assurance Pages, and all required documents must be received by the deadline. Early plans are gladly accepted! You may **email or fax** (no snail mail please) your signed Assurance Pages and documents to:

Shasta Oswald  
School Improvement Specialist  
Idaho State Department of Education  
[soswald@sde.idaho.gov](mailto:soswald@sde.idaho.gov)  
Fax: (208) 334-2228

**Improvement  
Plans are due by  
5:00 p.m. on  
March 1, 2013.**

The DISTRICT is required to submit ONE set of Assurance Pages for all district and school level plans, rather than each school submitting a separate set of assurances. The Assurance pages can be found on pages 63-64 of this document, and on the Dashboard of the WISE Tool, or at <http://www.sde.idaho.gov/site/schoolImprovement/>.

Once the submit buttons have been clicked in the WISE Tool, and the Assurance Pages along with all required documents have been received, Improvement Plans are considered ready for the 2012-2013 review.

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

## How Do Star Ratings Effect Improvement Planning?

Districts and schools will always look at two things: the most recent star rating and previous improvement planning requirements. This is similar to how school improvement worked in the

past. For example, under the previous NCLB requirements schools and districts would be identified for improvement based on AYP ratings that changed from year to year. Specifically it took two years of missing AYP to be identified for improvement status. Similarly, it took two years of making AYP to be removed from the improvement status timeline. Hence, AYP was a yearly determination but improvement status was based on AYP plus progress over time.

It is important to note that annual star ratings are the foundation of but are not equal to the improvement planning categories. A common misunderstanding that people have expressed has been that improvement planning categories and stars are the same thing. **The star rating is a yearly determination but the improvement planning category will be based on the star rating plus progress over time.** A flowchart to help schools identify the improvement planning category they are in can be found on page 13 of this document. Further information regarding the star system can be accessed through this link: [Understanding the Star Rating System](http://www.sde.idaho.gov/site/esea/) or found on the following website: <http://www.sde.idaho.gov/site/esea/>.

## **2012-2013 District Level Improvement Plans**

District improvement plan requirements for the 2012-2013 school year will continue to be based on school improvement status. Any district in improvement status is required to submit.

### **Summary Process for Completing and Submitting District Improvement Plans**

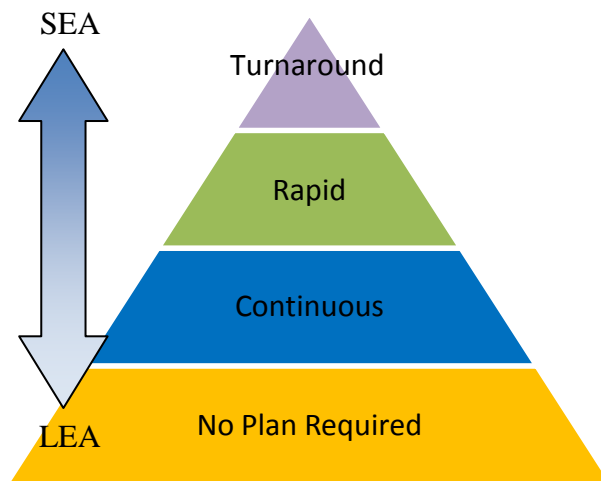
1. The District Improvement Team completes the following WISE Tool requirements:
  - a. SMART Goals
  - b. Ways to Improve School Effectiveness (WISE) Indicators
  - c. Alignment of Evaluation and State Funding Plan
2. The District submits the District Improvement Plan Compliance Checklist.
3. The District submits one set of signed Assurance Pages, assuring for all required district/school plans to the ISDE by March 1, 2013.

### **Summary Process for Completing and Submitting District Support of School Turnaround Plans**

Districts with schools identified for Turnaround School Planning will have the following requirements:

1. The District Improvement team completes the following WISE Tool requirements:
  - a. District Support of Turnaround Schools Supplemental Plan
  - b. District Support of Turnaround Schools WISE Tool Indicators
2. The District submits the District Support of Turnaround Schools Compliance Checklist.
3. The District submits one set of signed Assurance Pages, assuring for all required district/school plans to the ISDE by March 1, 2013.

## 2012-2013 School Level Improvement Plans



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

The official lists of schools required to submit improvement plans and the level of planning required for 2012-2013 can be found on the State Department of Education website at: <http://www.sde.idaho.gov/site/schoolImprovement/>.

### Requirements of ALL School Improvement Plans

Each of the three school improvement planning categories has their own specific requirements in regards to WISE Tool indicators. In addition to the separate planning components, the following are required for ALL plans:

1. SMART Goals
2. Alignment of Evaluation and State Funding Plan

More information regarding each of these requirements can be found in the School Planning section of this workbook.

### Continuous Improvement Plan

The majority of schools in improvement planning fall into this Continuous Improvement Planning Category. Schools that fall into the requirements of Continuous Improvement are required to continuously assess, plan, and monitor a minimum of 5 indicators in the WISE Tool. Initially, the school will select five indicators. As each indicator is completed a new indicator should be added, resulting in continuously working on five indicators. Districts and schools will select indicators to include in the plan based on the specific needs of the school. Plans that are submitted for review should reflect a year-long effort in improvement.



### **Summary Process for Completing and Submitting Continuous Improvement Plans:**

1. School improvement teams continuously assess, create plans for, and monitor the implementation of a minimum of 5 indicators in the WISE Tool.
2. School improvement teams submit the Continuous Improvement requirements to the district for review.
3. The district review committee reviews the plan and provides feedback to the school improvement team.
4. If needed, appropriate changes are made to the plan and resubmitted to the district until approved.
5. Upon district approval, the school will submit the following to the Idaho State Department of Education:
  - a) Ways to Improve School Effectiveness (WISE) Indicators
  - b) Continuous Improvement Plan Compliance Checklist
  - c) District approved Continuous Improvement Plan Scoring Rubric
6. The District submits one set of signed Assurance Pages assuring for all required district and school plans to the ISDE by March 1, 2013.
7. A sampling of Continuous Improvement Plans will be reviewed by the ISDE.

### **Rapid Improvement Plan**

Since initial identification for the Rapid Improvement Plan category is the result of lower performance and a lack of progress over two years, the Rapid Improvement Plan requires planning and implementation of certain principles over the course of the following three years, regardless of subsequent annual Star Rating changes<sup>1</sup>. These principles build on each other sequentially. Over the course of three years, the school must:

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

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

## **Summary Process for Completing and Submitting Rapid Improvement Plans:**

1. School improvement teams assess, create plans for, and monitor the implementation of the required indicators in the WISE Tool.
2. School improvement teams submit the Rapid Improvement requirements to the district for review.
3. The district review committee reviews the plan and provides feedback to the school improvement team.
4. If needed, appropriate changes are made to the plan and resubmitted to the district until approved.
5. Upon district approval, the school will submit the following to the State Department:
  - a. Ways to Improve School Effectiveness (WISE) Indicators
  - b. Rapid Improvement Plan Compliance Checklist
  - c. District approved Rapid Improvement Plan Scoring Rubric
6. The District submits one set of signed Assurance Pages assuring for all required district and school plans to the ISDE by March 1, 2013.
7. All Rapid Improvement Plans will be reviewed by the ISDE.

## **School Turnaround Plan**

The School Turnaround Plan is a multi-level process that includes expectations for planning and implementation at both the district and school levels. The district must select a Turnaround Model regarding the school's governance design, complete WISE Tool planning indicators related to the turnaround process, and provide support with the implementation and monitoring of School Turnaround Plans. The options for LEA governed schools are the Transformation Model, Staffing Turnaround Model, Restart Model, School Closure, and the Governance Partnership Model<sup>2</sup>. Further specifics regarding district requirements for school turnaround planning can be found in the District Support of Turnaround Schools section of this workbook.

Since initial identification for the Turnaround Plan category is the result of substantially low performance and a lack of progress over two years, the Turnaround Plan requires planning and implementation of turnaround principles in such schools over the course of the following three years, regardless of subsequent annual Star Rating changes<sup>3</sup>. Each of the three years has separate WISE Tool indicator requirements which are outlined in more detail in the School Turnaround Planning section of this workbook. Additionally, the turnaround principles which the district and school work on are designed to build on each other sequentially. Over the course of three years, the district and school must:

1. Provide strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing

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

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

the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;

2. Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
3. Redesign the school day, week, or year to include additional time for student learning and teacher collaboration;
4. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
5. Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
7. Provide ongoing mechanisms for family and community engagement.

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

| <b>Permissible Turnaround Models:</b>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Transformation Model</b>                      | Addresses areas critical to transforming persistently low-achieving schools. These areas include: developing teacher and principal leader effectiveness (depending on the track record of the principal, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.                                                                                                                                                                                                                                                                                                       |
| <b>Turnaround Model</b>                          | Includes, among other actions, replacing the principal and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards.                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Restart Model</b>                             | The district converts the district public school to a charter school or closes and reopens it under the management of an education management organization (EMO) that has been selected through a rigorous review process. Such a school is still entirely accountable to the local school board for the results it produces.                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>School Closure</b>                            | The district closes the school and enrolls the students who attended the school in other higher-achieving schools in the district.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Governance Partnership Model</b>              | The district partners with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include: <ul style="list-style-type: none"> <li>• Agreeing to utilize services provided directly to the district by the state in lieu of a state takeover in which a diagnostic review is conducted and services are tailored specifically to the context of the school and district;</li> <li>• Purchasing the services of a lead turnaround partner that will utilize research-based strategies that have a proven record of success with similar schools, and which shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan.</li> </ul> |
| <b>Special Rule for District Charter Schools</b> | For a district charter school, renegotiate and significantly restructure the school's charter pending approval by the State Charter School Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## **Summary Process for Completing and Submitting School Turnaround Plans:**

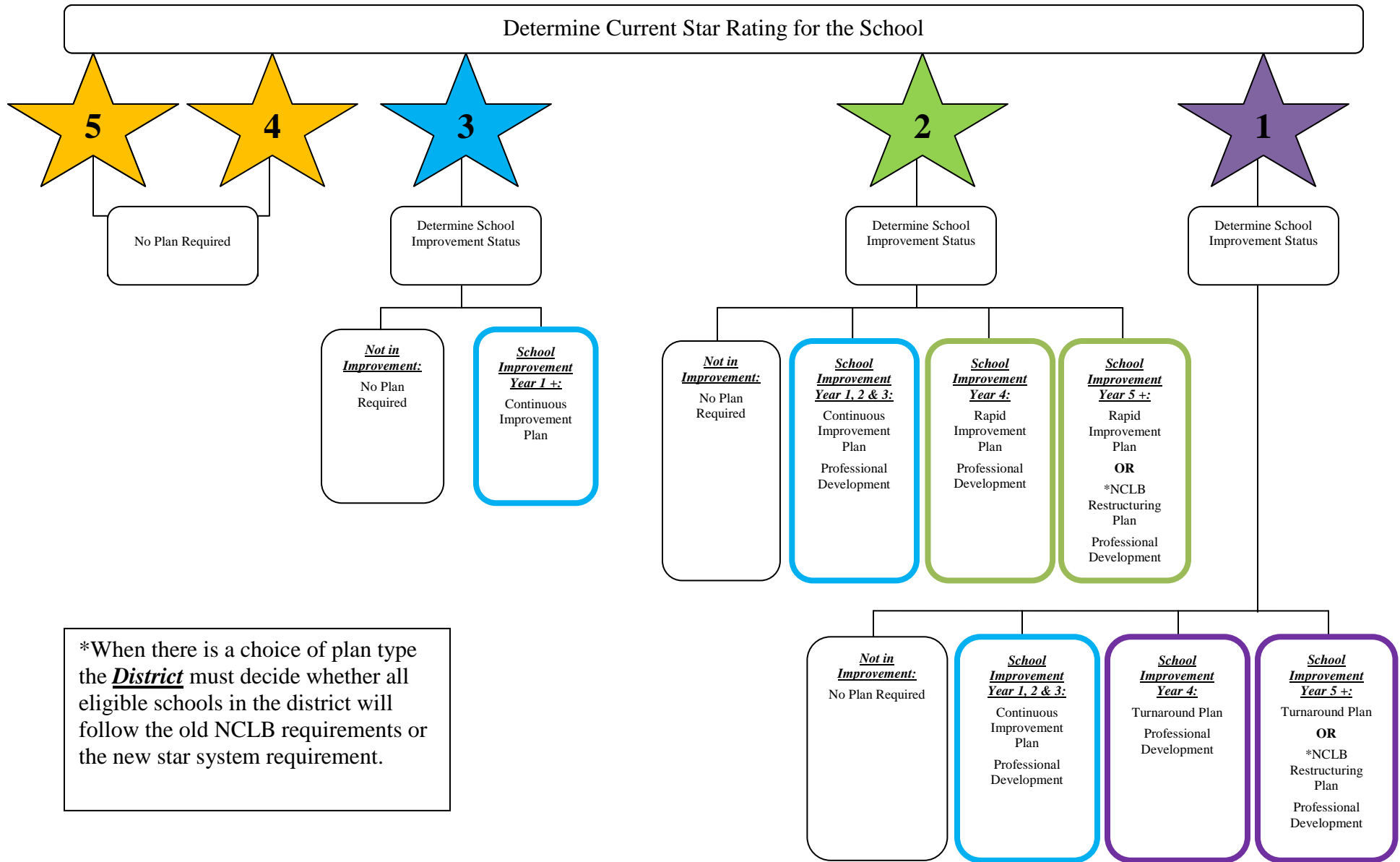
### **School Requirements:**

1. School improvement teams continuously assess, create plans for, and monitor the implementation of the required indicators in the WISE Tool and the Turnaround indicators.
2. School improvement teams submit the School Turnaround requirements to the district for review.
3. The district review committee reviews the plan and provides feedback to the school improvement team.
4. If needed, appropriate changes are made to the plan and resubmitted to the district until approved.
5. Upon district approval, the school will submit the following to the State Department:
  - a. Ways to Improve School Effectiveness (WISE) Indicators
  - b. School Turnaround Plan Compliance Checklist
  - c. District approved School Turnaround Plan Scoring Rubric
6. The District submits one set of signed Assurance Pages assuring for all required district and school plans to the State by March 1, 2013. All School Turnaround Plans will be reviewed by the State.

### **District Requirements:**

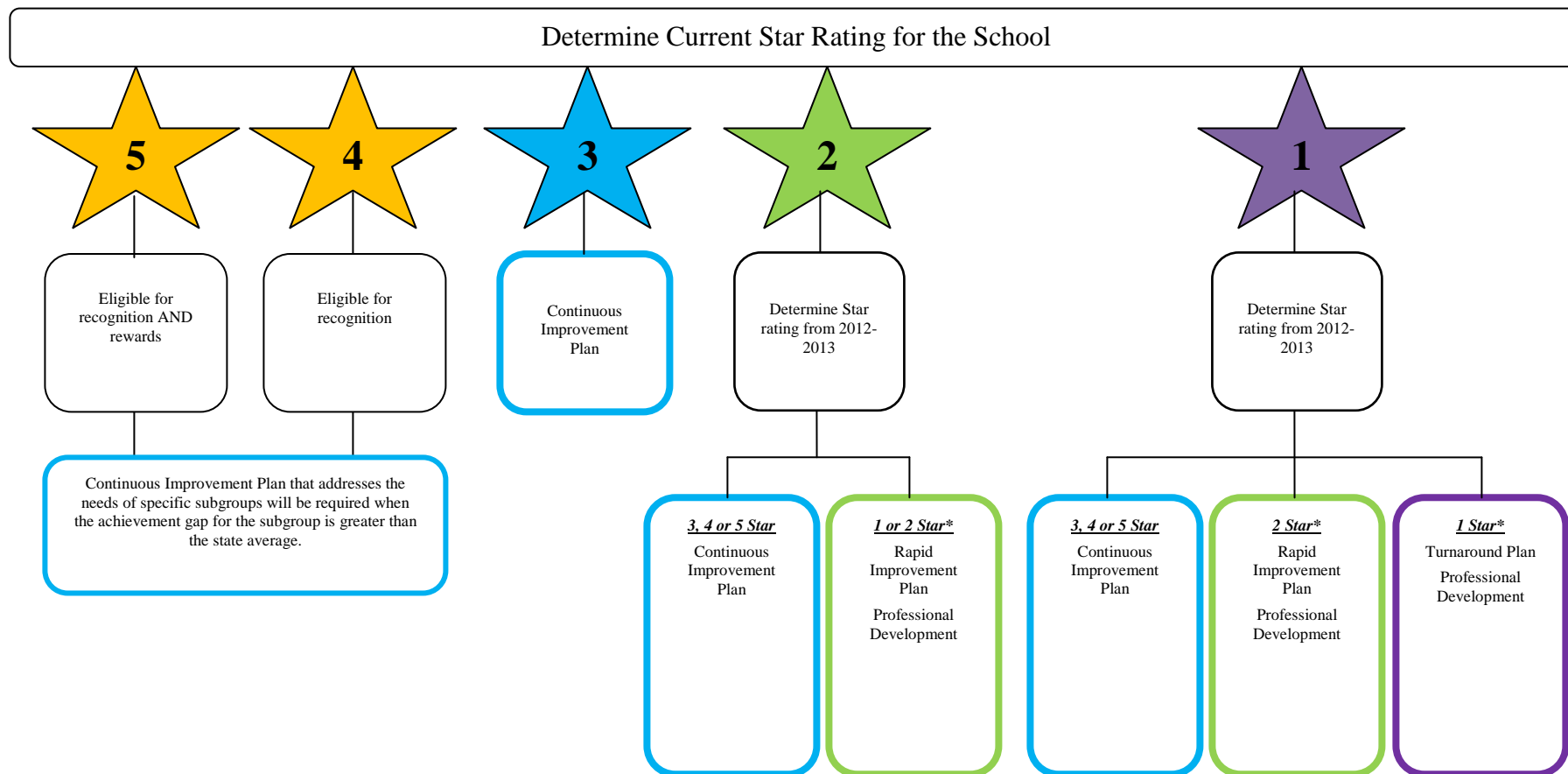
1. The District Improvement team completes the following WISE Tool requirements:
  - a. District Support of Turnaround Schools WISE Tool Indicators
  - b. District Support of Turnaround Schools Supplemental Plan
2. The District submits the District Support of Turnaround Schools compliance checklist.
3. The District submits one set of signed Assurance Pages assuring for all required district and school plans to the State by March 1, 2013. All School Turnaround Plans will be reviewed by the State.

# Flow Chart for Transitional School Improvement Planning 2012-2013



# Flow Chart for School Improvement Planning 2013-2014

This flow chart is for reference only. Not for use during 2012-2013 school year.



\*Schools requiring a Rapid Improvement Plan or a Turnaround Plan will continue these requirements for three (3) years, regardless of annual change of star rating. If a school achieves a higher star rating for two (2) consecutive years, the requirements will change accordingly.

# **District Planning Documents**

# **District Improvement Plan**



# District Improvement Plan Compliance Checklist

## Required for each District Improvement Plan:

### A) SMART Goals:

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

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

- ☐ Assess and prioritize all 32 WISE Indicators

### C) Plan for the following by indicator category

#### **Improving the School within the Framework of District Support**

- ☐ Plan for a minimum of 4 of the following indicators:

|             |             |             |
|-------------|-------------|-------------|
| _____ IA 01 | _____ IA 07 | _____ IA 13 |
| _____ IA 02 | _____ IA 08 | _____ IA 14 |
| _____ IA 03 | _____ IA 09 | _____ IA 15 |
| _____ IA 04 | _____ IA 10 | _____ IA 16 |
| _____ IA 05 | _____ IA 11 |             |
| _____ IA 06 | _____ IA 12 |             |

#### **Taking the Change Process into Account**

- ☐ Districts must plan for indicators IB01 and IB02
- ☐ Plan for a minimum of 2 of the following indicators:
- ☐ DISTRICTS with schools in Improvement Planning (Continuous, Rapid or Turnaround) must also plan for indicators IB07 and IB08

|             |             |
|-------------|-------------|
| _____ IB 07 | _____ IB 11 |
| _____ IB 08 | _____ IB 12 |
| _____ IB 09 |             |

**A maximum of 5 indicators marked as “fully implemented” can count towards the 11 total district indicators required for the WISE Tool plan.**

## District Improvement Plan Compliance Checklist Continued

### Clarifying District-School Expectations

- ☐ Plan for a minimum of 3 of the following indicators:

|             |             |             |
|-------------|-------------|-------------|
| _____ IC 01 | _____ IC 04 | _____ IC 07 |
| _____ IC 02 | _____ IC 05 | _____ IC 08 |
| _____ IC 03 | _____ IC 06 | _____ IC 09 |

### D) Additional Requirements:

- ☐ Complete the Alignment of Evaluation and State Funding Plan (on WISE Tool Dashboard).

### Submission Process

- ☐ Upon completion of the plan, click the “submit” button on the WISE Tool Dashboard.
- ☐ Submit a copy of this District Improvement Plan Compliance Checklist.
- ☐ District must submit Assurance Pages by March 1, 2013.

You may **fax or email** these documents to:

Attn: Shasta Oswald  
School Improvement Specialist  
[soswald@sde.idaho.gov](mailto:soswald@sde.idaho.gov)  
Fax: (208) 334-2228

## WISE Tool District Indicators

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

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

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

### Clarifying District-School Expectations Continued...

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

Note: Highlighted indicators are new as of the 2012-2013 school year.

# SMART Goals

SMART Goals are a requirement for all levels of improvement planning for districts and schools, and are located on the WISE Tool dashboard under “Forms to Complete”. The SDE requires a minimum of one goal to be developed for yearly improvement planning, but three to five are recommended. For the purposes of improvement planning, these over-arching goals are connected directly to any area of concern in order to ensure students are on track to meet college and career readiness standards (e.g., Reading, Math, Subgroup Populations, Graduation Rate, etc.). As you plan in the WISE Tool, selected indicators and tasks will support the accomplishment of these SMART Goals.

**S: Specific**  
**M: Measurable**  
**A: Attainable**  
**R: Relevant**  
**T: Time-bound**

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

**Measurable Goals:** A measurable goal has concrete criteria for measuring progress toward the attainment of the goal. If a goal is not measurable, it is not possible to know whether a team is making progress toward successful

completion. A measurable goal will usually answer questions such as: *How much? How many? How will we know when it is accomplished?*

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

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

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

Here are some examples of SMART Goals:

- The number of second graders scoring in the proficient range on the 2013 Spring IRI will increase by 10% from 75% to 85% proficient.
- By spring of 2013 the graduation rate for economically disadvantaged students will increase from 75% to 80%.
- 90% of eighth grade students with disabilities will meet their individual growth target in math as measured by the Spring 2013 ISAT compared to 80% meeting the growth target in 2012.
- 80% of 10<sup>th</sup> grade English students will pass (C or better) an end of course assessment that is aligned to Common Core State Standards in the spring of 2013.
- 75% of 11<sup>th</sup> and 12<sup>th</sup> grade students will enroll in advanced coursework (e.g., IB, AP, Professional Technical), and 90% of enrolled students will complete with a C or better by the end of School Year 2012-2013.

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

| Measure                                         | Standard                                    |                                                 |                                                     |
|-------------------------------------------------|---------------------------------------------|-------------------------------------------------|-----------------------------------------------------|
| <b>Achievement</b>                              | <input type="checkbox"/> Reading            | <input type="checkbox"/> Math                   | <input type="checkbox"/> Language                   |
| <b>Growth to Achievement – All Students</b>     | <input type="checkbox"/> Reading            | <input type="checkbox"/> Math                   | <input type="checkbox"/> Language                   |
| <b>Growth to Achievement – At Risk Subgroup</b> | <input type="checkbox"/> Reading            | <input type="checkbox"/> Math                   | <input type="checkbox"/> Language                   |
| <b>Postsecondary and Career Readiness</b>       | <input type="checkbox"/> Graduation Rate    | <input type="checkbox"/> Advanced Opportunities | <input type="checkbox"/> College Entrance/Placement |
| <b>Participation</b>                            | <input type="checkbox"/> Participation Rate |                                                 |                                                     |

## **Alignment of Evaluation and State Funding Plan**

The following questions are from the Alignment of Evaluation and State Funding Plan. Each district identified for improvement planning is required to complete and submit this Plan via the WISE Tool dashboard. This section should be completed after developing your overall plan for improvement.

1. Briefly describe how the use of State funds for teachers and leaders (i.e., hard-to-fill, leadership, and pay for performance) aligns with the plan for improvement.
2. Briefly describe how the school has aligned State funding opportunities for dual credit, technology, and remediation (if applicable) to the plan for improvement.
3. Briefly describe how the teacher and administrator evaluation process will be used to enhance the plan for improvement.

# District Improvement Plan Scoring Rubric

District: \_\_\_\_\_  
 Reviewer: \_\_\_\_\_

**As a result of the review, the overall plan:**

☐ Approved      ☐ Needs Revision

The following scoring rubric has been developed in order to facilitate the formal SDE review of District Improvement Plans. The completed scoring rubric is designed to provide feedback to district leadership teams as to where their plan is exemplary, and where they might focus during continued improvement efforts.

**At least one SMART Goal focusing on student achievement has been completed:** ☐ Yes    ☐ No

**A minimum of 11 indicators have been planned for:** (A maximum of 5 indicators marked as fully implemented can count towards the 11 total district indicators required.) ☐ Yes    ☐ No

**The Alignment of Evaluation and State Funding Plan has been completed:** ☐ Yes    ☐ No

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



|                                                                                                                            |                                      |                                     |                                         |                                         |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Improving the School within the Framework of District Support</b><br>Indicators IA01-IA16                               |                                      |                                     |                                         |                                         |
| All indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No               |                                      |                                     |                                         |                                         |
| A minimum of 4 indicators have been planned for in this category: <input type="checkbox"/> Yes <input type="checkbox"/> No |                                      |                                     |                                         |                                         |
| Assess                                                                                                                     | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                                       | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                                    | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                                            |                                      |                                     |                                         |                                         |

|                                                                                                                                                                                                                                                                               |                                      |                                     |                                         |                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Taking the Change Process into Account</b><br>Indicators IB01-IB02/ IB07-IB12                                                                                                                                                                                              |                                      |                                     |                                         |                                         |
| All indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No                                                                                                                                                                  |                                      |                                     |                                         |                                         |
| At least 4 indicators including required indicators IB01 and IB02 are planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No                                                                                                                                   |                                      |                                     |                                         |                                         |
| <i>For districts with schools completing Continuous Improvement Plans, Rapid Improvement Plans, or School Turnaround Plans</i> required indicators IB07 and IB08 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |                                      |                                     |                                         |                                         |
| Assess                                                                                                                                                                                                                                                                        | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                                                                                                                                                                                          | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                                                                                                                                                                                       | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                                                                                                                                                                                               |                                      |                                     |                                         |                                         |

|                                                                                                                        |                                      |                                     |                                         |                                         |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Clarifying District and School Expectations</b><br>Indicators IC01-IC09                                             |                                      |                                     |                                         |                                         |
| All indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No           |                                      |                                     |                                         |                                         |
| At least 3 indicators in this category have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No |                                      |                                     |                                         |                                         |
| Assess                                                                                                                 | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                                   | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                                | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                                        |                                      |                                     |                                         |                                         |

|                           |
|---------------------------|
| <b>Summary of Review:</b> |
|                           |

# **District Support of Turnaround Schools Plan**

## District Support of Turnaround Schools Plan Compliance Checklist

- A) A comprehensive data analysis for each identified school in School Turnaround Planning identifying areas of strengths and concerns that are specific to what the school has been identified for. This will be an internal process that will be used to support and guide the Turnaround Planning process.
- B) Assess and plan for all 8 WISE “District Preparation for Turnaround Schools” indicators within the District Support of Turnaround Schools Plan (accessed through step 4 of the District WISE Tool Plan on the WISE Tool dashboard).

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

- C) Approve each School Turnaround Plan. Districts need to assure alignment to the District Support of School Turnaround Plans.
- D) Additional Requirements:
- ☐ Complete the “District Support of Turnaround Schools Supplemental Plan” (on WISE Tool Dashboard).

### **Submission Process**

- ☐ Upon completion of the **District Support of Turnaround Schools Plan**, click the “submit” button for the District WISE Tool Plan on the WISE Tool dashboard.
- ☐ Upon completion of the **District Support of Turnaround Schools Supplemental Plan**, click the “submit” button on the WISE Tool dashboard.
- ☐ Submit a copy of this District Support of Turnaround Schools Plan Compliance Checklist.
- ☐ District must submit Assurance Pages by March 1, 2013.

You may **fax or email** these documents to:

Attn: Shasta Oswald  
School Improvement Specialist  
[soswald@sde.idaho.gov](mailto:soswald@sde.idaho.gov)  
Fax: (208) 334-2228

## District Support of Turnaround Schools WISE Tool Indicators

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

## District Support of Turnaround Schools Supplemental Plan

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

1. Enter School Name:
2. Turnaround Model Information
  - a. Turnaround Model Selected
    - ☐ Transformation Model
    - ☐ Turnaround Model
    - ☐ Restart Model
    - ☐ School Closure
    - ☐ Governance Partnership Model
    - ☐ Special Rule for District Charter Schools
  - b. What is the rationale for the option selected for this school?

## District Support of Turnaround Schools Plan – Scoring Rubric

*To be completed by districts with schools identified as Turnaround Schools.*

District: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**As a result of the review, overall the District Support of Turnaround Schools Plan:**

☐ Approved      ☐ Needs Revision

**The District Support of Turnaround Schools Supplemental Plan has been sufficiently completed for each identified Turnaround School:** ☐ Yes    ☐ No

**Reviewer Notes:**

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

| District Preparation for Turnaround Schools |                                      |                                     |                                         |                                         |
|---------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| Indicators DTA01-DTA08                      |                                      |                                     |                                         |                                         |
| Assess                                      | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                        | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                     | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                             |                                      |                                     |                                         |                                         |

| Summary of Review:            |
|-------------------------------|
| <div>TURNAROUND SUPPORT</div> |

# **School Planning Documents**

# **All School Level Plans**



## **Requirements of ALL School Improvement Plans**

Each of the three school improvement planning categories (Continuous Improvement, Rapid Improvement, and School Turnaround) has their own specific requirements in regards to the WISE Tool indicators, which are outlined in the appropriate sections of this workbook. This section, however, is made up of the documents/requirements that are common to all levels of school plans. In this section you will find information for the following:

- School Level WISE Tool Indicators
- SMART Goals
- Alignment of Evaluation and State Funding Plan

# WISE Tool School Indicators

## District Context and the Improvement Plan

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

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

## District Context and the Improvement Plan

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

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

## District Context and the Improvement Plan

Aligning classroom observations with evaluation criteria and professional development

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

### **Curriculum, Assessment, and Instructional Planning**

Engaging teachers in aligning instruction with standards and benchmarks

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

### **Curriculum, Assessment, and Instructional Planning**

Engaging teachers in assessing and monitoring student mastery

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

### **Curriculum, Assessment, and Instructional Planning**

Engaging teachers in differentiating and aligning learning activities

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

### **Curriculum, Assessment, and Instructional Planning**

Assessing student learning frequently with standards based assessments

- IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
- IID03 Teachers receive timely reports of results from standardized and objectives-based tests.
- IID04 The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.
- IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
- IID07 The Leadership Team monitors school-level student learning data.
- IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
- IID09 Instructional Teams use student learning data to plan instruction.
- IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
- IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).
- IID12 The school maintains an official document that clearly defines the curriculum and instruction for each level of prevention and support in core content areas and social behavior.
- IID13 All teachers are guided by an evidence-based core curriculum.
- IID14 The Leadership Team ensures that there is a multi-level system of prevention and support for core content areas.
- IID15 The school leadership team evaluates the school schedule yearly and redesigns the schedule to include time for extended learning opportunities for students.

### **Classroom Instruction**

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

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

### **Classroom Instruction**

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

- IIIA08 All teachers review the previous lesson.
- IIIA09 All teachers clearly state the lesson's topic, theme, and objectives.
- IIIA10 All teachers stimulate interest in the topics.
- IIIA11 All teachers use modeling, demonstration, and graphics.

### **Classroom Instruction**

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

- IIIA13 All teachers explain directly and thoroughly.
- IIIA14 All teachers maintain eye contact.
- IIIA15 All teachers speak with expression and use a variety of vocal tones.
- IIIA16 All teachers use prompting/cueing.

### **Classroom Instruction**

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

- IIIA17 All teachers re-teach when necessary.
- IIIA18 All teachers review with drilling/class recitation.
- IIIA19 All teachers review with questioning.
- IIIA20 All teachers summarize key concepts.

### **Classroom Instruction**

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

- IIIA21 All teachers re-teach following questioning.
- IIIA22 All teachers use open-ended questioning and encourage elaboration.
- IIIA24 All teachers encourage peer interaction. -
- IIIA25 All teachers encourage students to paraphrase, summarize, and relate.
- IIIA26 All teachers encourage students to check their own comprehension.
- IIIA27 All teachers verbally praise students.
- IIIA29 All teachers meet with students to facilitate mastery of objectives.

### **Classroom Instruction**

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

- IIIA28 All teachers travel to all areas in which students are working.
- IIIA31 All teachers interact instructionally with students (explaining, checking, giving feedback).
- IIIA32 All teachers interact managerially with students (reinforcing rules, procedures).
- IIIA33 All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

### **Classroom Instruction**

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

- IIIA35 Students are engaged and on task.
- IIIA40 All teachers assess student mastery in ways other than those provided by the computer program.

| <b>Classroom Instruction</b>                                                     |                                                                                                             |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Expecting and monitoring sound homework practices and communication with parents |                                                                                                             |
| IIIB01                                                                           | All teachers maintain a file of communication with parents.                                                 |
| IIIB02                                                                           | All teachers regularly assign homework (4 or more days a week).                                             |
| IIIB03                                                                           | All teachers check, mark, and return homework.                                                              |
| IIIB06                                                                           | All teachers systematically report to parents the student's mastery of specific standards-based objectives. |

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

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

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

| <b>School Community</b> |                                                                                                                                                                      |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication           |                                                                                                                                                                      |
| IVD01                   | The school's Compact is annually distributed to teachers, school personnel, parents, and students.                                                                   |
| IVD02                   | The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.                                                 |
| IG01                    | Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. |

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

| <b>Secondary School Indicators</b><br>Principal's Role                     |                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VA04                                                                       | The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.                  |
| <b>Secondary School Indicators</b><br>Opportunity to Learn-Content Mastery |                                                                                                                                                                                                                                    |
| VA05                                                                       | The school confirms that a student has mastered prerequisite content knowledge before allowing the student to take higher-level courses.                                                                                           |
| VA06                                                                       | All students demonstrating prerequisite content mastery are given access to higher-level courses.                                                                                                                                  |
| VA07                                                                       | The curriculum and schedule provide pathways for all students to acquire missing content knowledge.                                                                                                                                |
| VA08                                                                       | The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.                                                                     |
| VA09                                                                       | The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation. |
| VA10                                                                       | The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.                                                          |

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

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

| <b>Secondary School Indicators</b><br>Opportunity to Learn-Extended Learning Opportunities |                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VA22                                                                                       | The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies).             |
| VA23                                                                                       | The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs).               |
| VA24                                                                                       | The school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community. |

Note: Highlighted indicators are new as of the 2012-2013 school year.

## SMART Goals

SMART Goals are a requirement for all levels of improvement planning for districts and schools, and are located on the WISE Tool dashboard under “Forms to Complete”. The SDE requires a minimum of one goal to be developed for yearly improvement planning, but three to five are recommended. For the purposes of improvement planning, these over-arching goals are connected directly to any area of concern in order to ensure students are on track to meet college and career readiness standards (e.g., Reading, Math, Subgroup Populations, Graduation Rate, etc.). As you plan in the WISE Tool, selected indicators and tasks will support the accomplishment of these SMART Goals.

**S:** Specific  
**M:** Measurable  
**A:** Attainable  
**R:** Relevant  
**T:** Time-bound

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

**Measurable Goals:** A measurable goal has concrete criteria for measuring progress toward the attainment of the goal. If a goal is not measurable, it is not possible to know whether a team is making progress toward successful

completion. A measurable goal will usually answer questions such as: *How much? How many? How will we know when it is accomplished?*

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

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

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

Here are some examples of SMART Goals:

- The number of second graders scoring in the proficient range on the 2013 Spring IRI will increase by 10% from 75% to 85% proficient.
- By spring of 2013 the graduation rate for economically disadvantaged students will increase from 75% to 80%.
- 90% of eighth grade students with disabilities will meet their individual growth target in math as measured by the Spring 2013 ISAT compared to 80% meeting the growth target in 2012.
- 80% of 10<sup>th</sup> grade English students will pass (C or better) an end of course assessment that is aligned to Common Core State Standards in the spring of 2013.
- 75% of 11<sup>th</sup> and 12<sup>th</sup> grade students will enroll in advanced coursework (e.g., IB, AP, Professional Technical), and 90% of enrolled students will complete with a C or better by the end of School Year 2012-2013.

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

| Measure                                         | Standard                                    |                                                 |                                                     |
|-------------------------------------------------|---------------------------------------------|-------------------------------------------------|-----------------------------------------------------|
| <b>Achievement</b>                              | <input type="checkbox"/> Reading            | <input type="checkbox"/> Math                   | <input type="checkbox"/> Language                   |
| <b>Growth to Achievement – All Students</b>     | <input type="checkbox"/> Reading            | <input type="checkbox"/> Math                   | <input type="checkbox"/> Language                   |
| <b>Growth to Achievement – At Risk Subgroup</b> | <input type="checkbox"/> Reading            | <input type="checkbox"/> Math                   | <input type="checkbox"/> Language                   |
| <b>Postsecondary and Career Readiness</b>       | <input type="checkbox"/> Graduation Rate    | <input type="checkbox"/> Advanced Opportunities | <input type="checkbox"/> College Entrance/Placement |
| <b>Participation</b>                            | <input type="checkbox"/> Participation Rate |                                                 |                                                     |



## **Alignment of Evaluation and State Funding Plan**

The following questions are from the Alignment of Evaluation and State Funding Plan. Each school identified for improvement planning is required to complete and submit this Plan via the WISE Tool dashboard. This section should be completed after developing your overall plan for improvement.

1. Briefly describe how the use of State funds for teachers and leaders (i.e., hard-to-fill, leadership, and pay for performance) aligns with the plan for improvement.
2. Briefly describe how the school has aligned State funding opportunities for dual credit, technology, and remediation (if applicable) to the plan for improvement.
3. Briefly describe how the teacher and administrator evaluation process will be used to enhance the plan for improvement.

# **Continuous Improvement Plan**

# Continuous Improvement Plan Compliance Checklist

## Required for each Continuous Improvement Plan:

### A) SMART Goals:

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

### B) **Continuously plan for a minimum of 5 indicators from any category.** Assess all indicators in the *School Leadership and Decision Making* category. In addition, secondary schools must assess all indicators in the *Secondary School Indicators* category. Assess and create a plan for a total of at least five indicators. Implement and monitor each of the selected indicators. When all the tasks have been completed and the objective met, complete the status report as part of step 6 in the WISE Tool. Then select a new indicator to include in the plan. This will result in continuously working on five indicators.

Please check each indicator included in the plan for 2012-2013. A minimum of 5 indicators should be checked. There will be more than 5 if indicators were completed during the year and new indicators added.

### School Leadership and Decision Making

- ☐ Assess all indicators within this category

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

### Curriculum, Assessment and Instructional Planning

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

**Classroom Instruction**

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

**Family and Community Engagement**

|              |              |              |
|--------------|--------------|--------------|
| _____ IVC 01 | _____ IVD 08 | _____ IVD 02 |
| _____ IVC 02 | _____ IVE06  | _____ IG 01  |
| _____ IVD 07 | _____ IVD 01 |              |

**Secondary School Indicators** (available to secondary schools only)

- ☐ All secondary schools assess all indicators in this category.

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

**Additional Requirements:**

- ☐ Complete the *Alignment of Evaluation and State Funding Plan* on the WISE Tool Dashboard.

**Submission Process**

- ☐ Submit the plan to the District for review upon completion.
- ☐ After District approval of the plan, click the “submit” button for all applicable requirements on the WISE Tool Dashboard.
- ☐ Submit a copy of this checklist.
- ☐ Submit a copy of the Continuous Improvement Plan Scoring Rubric showing district approval.
- ☐ District must submit Assurance Pages by March 1, 2013.

**Email or fax** these documents to:

Attn: Shasta Oswald  
 School Improvement Specialist  
 Idaho Department of Education  
[soswald@sde.idaho.gov](mailto:soswald@sde.idaho.gov)  
 Fax: (208) 334-2228

## Continuous Improvement Plan Scoring Rubric

District: \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 Reviewer Name: \_\_\_\_\_

**As a result of the review, the overall plan:**

☐ Approved ☐ Needs Revision

The following scoring rubric has been developed in order to facilitate the formal SDE/LEA review of Continuous Improvement Plans. LEAs are responsible for the quality of Continuous Improvement Plans. This rubric may be used by the LEA as part of a meaningful process for reviewing and providing feedback in the school improvement planning process. The completed rubric is designed to provide feedback to district and school leadership teams as to where their plan is exemplary, and where they might focus during continued school improvement efforts.

**At least one SMART Goal focusing on student achievement has been completed:** ☐ Yes ☐ No

**A minimum of 5 indicators have been continuously planned for:** ☐ Yes ☐ No

**The Alignment of Evaluation and State Funding Plan has been completed:** ☐ Yes ☐ No

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

|                                                                                                              |                                      |                                     |                                         |                                         |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>School Leadership and Decision Making</b><br>Indicators: ID01-ID13; IE01- IE13; IF01-IF10                 |                                      |                                     |                                         |                                         |
| All indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No |                                      |                                     |                                         |                                         |
| Assess                                                                                                       | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                         | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                      | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                              |                                      |                                     |                                         |                                         |

|                                                                                                                            |                                      |                                     |                                         |                                         |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Curriculum, Assessment and Instructional Planning</b><br>Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15 |                                      |                                     |                                         |                                         |
| Assess                                                                                                                     | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                                       | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                                    | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                                            |                                      |                                     |                                         |                                         |

|                                                                                       |                                      |                                     |                                         |                                         |
|---------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Classroom Instruction</b><br>Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIC01-IIC12 |                                      |                                     |                                         |                                         |
| Assess                                                                                | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                  | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                               | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                       |                                      |                                     |                                         |                                         |

|                                                                                                           |                                      |                                     |                                         |                                         |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Family and Community Engagement</b><br>Indicators: IVC01- IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01 |                                      |                                     |                                         |                                         |
| Assess                                                                                                    | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                      | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                   | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                           |                                      |                                     |                                         |                                         |

**Secondary School Indicators**

Indicators: VA01-VA24

*(Secondary Schools)* All indicators in this category have been assessed: ☐ Yes ☐ No ☐ N/A

|                |                                      |                                     |                                         |                                         |
|----------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Assess</b>  | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| <b>Plan</b>    | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| <b>Monitor</b> | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |

**Reviewer Notes:****Summary of Review:**

# **Rapid Improvement Plan**



# Rapid Improvement Plan Compliance Checklist

## Required for each Rapid Improvement Plan:

### A) SMART Goals:

- ☐ 1SMART Goal required – must be focused on student achievement.

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

**Year 1**, assess all indicators in the *School Leadership and Decision Making* category. In addition, secondary schools must assess all indicators in the *Secondary School Indicators* category. Assess and create a plan for a total of at least ten indicators. The following indicators are required: ID07, ID10, ID11, IE05, IE07, IID15 & IIIA01. The school chooses the remaining three indicators from any category. Once the plan has been created, the school monitors the implementation of the plan in the WISE Tool.

**Year 2**, assess all indicators in the *Curriculum, Assessment and Instructional Planning* category, then assess and create a plan for a total of at least ten indicators. The following indicators are required: IE08, IE09, IIB01, IIB05 & IID09. The school chooses the remaining five indicators from any category. If there are unfinished indicators from the first year, these may be included as part the remaining five. Once the plan has been created, the school monitors the implementation of the plan in the WISE Tool.

**Year 3**, assess all indicators in the *Classroom Instruction* category, then assess and create a plan for a total of at least ten indicators. The school may choose indicators from any category. If there are unfinished indicators from the first or second year, these may be included as part the required ten indicators. Once the plan has been created, the school monitors the implementation of the plan in the WISE Tool.

Please check each indicator included in the plan for 2012-2013. A minimum of 10 indicators should be checked.

### **School Leadership and Decision Making**

- ☐ In year 1, assess all indicators within this category.

|                                  |                                  |             |
|----------------------------------|----------------------------------|-------------|
| _____ ID 01                      | _____ ID 13                      | _____ IE 13 |
| _____ ID 02                      | _____ IE 01                      | _____ IF 01 |
| _____ ID 03                      | _____ IE 02                      | _____ IF 02 |
| _____ ID 04                      | 1 <sup>st</sup> year _____ IE 05 | _____ IF 03 |
| _____ ID 05                      | _____ IE 06                      | _____ IF 04 |
| _____ ID 06                      | 1 <sup>st</sup> year _____ IE 07 | _____ IF 05 |
| 1 <sup>st</sup> year _____ ID 07 | 2 <sup>nd</sup> year _____ IE 08 | _____ IF 06 |
| _____ ID 08                      | 2 <sup>nd</sup> year _____ IE 09 | _____ IF 07 |
| _____ ID 09                      | _____ IE10                       | _____ IF 08 |
| 1 <sup>st</sup> year _____ ID 10 | _____ IE 12                      | _____ IF 10 |
| 1 <sup>st</sup> year _____ ID 11 |                                  |             |

## Rapid Improvement Plan Compliance Checklist Continued...

### Curriculum, Assessment and Instructional Planning

- ☐ In year 2, assess all indicators within this category.

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

### Classroom Instruction

- ☐ In year 3, assess all indicators in this category.

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

### Family and Community Engagement

|       |        |       |        |       |        |
|-------|--------|-------|--------|-------|--------|
| _____ | IVC 01 | _____ | IVD 08 | _____ | IVD 02 |
| _____ | IVC 02 | _____ | IVE06  | _____ | IG 01  |
| _____ | IVD 07 | _____ | IVD 01 | _____ |        |

## Rapid Improvement Plan Compliance Checklist Continued...

### Secondary School Indicators (available to secondary schools only)

- ☐ In year 1, all secondary schools assess all indicators in this category.

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

### Additional Requirements:

Complete the *Alignment of Evaluation and State Funding Plan* on the WISE Tool Dashboard.

### Submission Process

- ☐ Submit the plan to the District for review upon completion.
- ☐ After District approval of the plan, click the “submit” button for all applicable requirements on the WISE Tool Dashboard.
- ☐ Submit a copy of this checklist.
- ☐ Submit a copy of the Rapid Improvement Plan Scoring Rubric showing district approval.
- ☐ District must submit Assurance Pages by March 1, 2013.

**Email or fax** these documents to:

Attn: Shasta Oswald  
 School Improvement Specialist  
 Idaho Department of Education  
[soswald@sde.idaho.gov](mailto:soswald@sde.idaho.gov)  
 Fax: (208) 334-2228

## Rapid Improvement Plan Scoring Rubric

District: \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 Reviewer Name: \_\_\_\_\_

**As a result of the review, the overall plan:**

☐ Approved ☐ Needs Revision

The following scoring rubric has been developed in order to facilitate the formal SDE/LEA review of Rapid Improvement Plans. LEAs are responsible for the quality of Rapid Improvement Plans. This rubric may be used by the LEA as part of a meaningful process for reviewing and providing feedback in the school improvement planning process. The completed rubric is designed to provide feedback to district and school leadership teams as to where their plan is exemplary, and where they might focus during continued school improvement efforts.

**At least one SMART Goal focusing on student achievement has been completed:** ☐ Yes ☐ No

**Year 1, a minimum of 10 indicators have been planned for:** ☐ Yes ☐ No

**Year 2, an additional 10 indicators have been planned for:** ☐ Yes ☐ No

**Year 3, an additional 10 indicators have been planned for:** ☐ Yes ☐ No

**The Alignment of Evaluation and State Funding Plan has been completed:** ☐ Yes ☐ No

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

|                                                                                                                                              |                                      |                                     |                                         |                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>School Leadership and Decision Making</b><br>Indicators: ID01-ID13; IE01- IE13; IF01-IF10                                                 |                                      |                                     |                                         |                                         |
| Year 1, all indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No                         |                                      |                                     |                                         |                                         |
| Year 1, required indicators ID07, ID10, ID11, IE05, and IE07 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No |                                      |                                     |                                         |                                         |
| Year 2, required indicators IE08, IE09 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No                       |                                      |                                     |                                         |                                         |
| Assess                                                                                                                                       | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                                                         | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                                                      | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                                                              |                                      |                                     |                                         |                                         |

|                                                                                                                                     |                                      |                                     |                                         |                                         |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Curriculum, Assessment and Instructional Planning</b><br>Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15          |                                      |                                     |                                         |                                         |
| Year 1, required indicator IID15 has been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No                     |                                      |                                     |                                         |                                         |
| Year 2, all indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No                |                                      |                                     |                                         |                                         |
| Year 2, required indicators IIB01, IIB05, and IID09 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No |                                      |                                     |                                         |                                         |
| Assess                                                                                                                              | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                                                | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                                             | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                                                     |                                      |                                     |                                         |                                         |

|                                                                                                                     |                                      |                                     |                                         |                                         |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Classroom Instruction</b><br>Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12                             |                                      |                                     |                                         |                                         |
| Year 1, Required indicator IIIA01 has been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No    |                                      |                                     |                                         |                                         |
| Year 3, All indicators in this category has been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No |                                      |                                     |                                         |                                         |
| Assess                                                                                                              | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                                | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                             | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                                     |                                      |                                     |                                         |                                         |

| Family and Community Engagement                                 |                                      |                                     |                                         |                                         |
|-----------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| Indicators: IVC01- IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01 |                                      |                                     |                                         |                                         |
| Assess                                                          | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                            | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                         | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                 |                                      |                                     |                                         |                                         |

| Secondary School Indicators                                                                                                            |                                      |                                     |                                         |                                         |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| Indicators: VA01-VA24                                                                                                                  |                                      |                                     |                                         |                                         |
| Secondary Schools Year 1, all indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No |                                      |                                     |                                         |                                         |
| Assess                                                                                                                                 | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                                                   | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                                                | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                                                        |                                      |                                     |                                         |                                         |

| Summary of Review:                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="text-align: center; font-size: 100px; opacity: 0.1; transform: rotate(-30deg); pointer-events: none;">             DRAFT           </div> |

# **School Turnaround Plan**

# School Turnaround Plan Compliance Checklist

## **Required for each School Turnaround Plan:**

### A) SMART Goals:

- ☐ 1SMART Goal required – must be focused on student achievement.

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

#### **Year 1:**

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

#### **Year 2:**

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

#### **Year 3:**

- ☐ Assess all indicators in the *Classroom Instruction* category, then assess and create a plan for a total of at least ten indicators. The school may choose indicators from any category. If there are unfinished indicators from the first or second year, these may be included as part the required ten indicators. Once the plan has been created, the school monitors the implementation of the plan in the WISE Tool.
- ☐ Implement and monitor the plan already created in the *Turnaround School* category.
- ☐ The district will implement and monitor the plan already created in the *District Preparation for Turnaround Principals* category.

**Please check each indicator included in the plan for 2012-2013. A minimum of 10 indicators should be checked.**



## School Leadership and Decision Making

- ☐ Year 1, assess all indicators within this category.

|       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| _____ | ID 01 | _____ | ID 13 | _____ | IE 13 |
| _____ | ID 02 | _____ | IE 01 | _____ | IF 01 |
| _____ | ID 03 | _____ | IE 02 | _____ | IF 02 |
| _____ | ID 04 | _____ | IE 05 | _____ | IF 03 |
| _____ | ID 05 | _____ | IE 06 | _____ | IF 04 |
| _____ | ID 06 | _____ | IE 07 | _____ | IF 05 |
| _____ | ID 07 | _____ | IE 08 | _____ | IF 06 |
| _____ | ID 08 | _____ | IE 09 | _____ | IF 07 |
| _____ | ID 09 | _____ | IE10  | _____ | IF 08 |
| _____ | ID 10 | _____ | IE 12 | _____ | IF 10 |
| _____ | ID 11 |       |       |       |       |

## Curriculum, Assessment and Instructional Planning

- ☐ Year 2, assess all indicators within this category.

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

## Classroom Instruction

- ☐ Year 3, assess all indicators in this category.

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

## School Turnaround Plan Compliance Checklist Continued...

### Family and Community Engagement

|              |              |              |
|--------------|--------------|--------------|
| _____ IVC 01 | _____ IVD 08 | _____ IVD 02 |
| _____ IVC 02 | _____ IVE06  | _____ IG 01  |
| _____ IVD 07 | _____ IVD 01 |              |

### Secondary School Indicators (available to secondary schools only)

- ☐ In the first year, all secondary schools assess all indicators in this category.

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

### Turnaround Schools

- ☐ Assess all indicators  
☐ Plan for all indicators

|              |              |              |
|--------------|--------------|--------------|
| _____ STA 01 | _____ STA 04 | _____ STA 07 |
| _____ STA 02 | _____ STA 05 | _____ STA 08 |
| _____ STA 03 | _____ STA 06 | _____ STA 09 |

### Additional Requirements:

Complete the *Alignment of Evaluation and State Funding Plan* on the WISE Tool Dashboard.

### Submission Process

- ☐ Submit the plan to the District for review upon completion.
- ☐ After District approval of the plan, click the “submit” button for all applicable requirements on the WISE Tool Dashboard.
- ☐ Submit a copy of this checklist.
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- ☐ District must submit Assurance Pages by March 1, 2013.

Email or fax these documents to:

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 School Improvement Specialist  
 Idaho Department of Education  
[soswald@sde.idaho.gov](mailto:soswald@sde.idaho.gov)  
 Fax: (208) 334-2228

## School Turnaround Plan Indicators

| STA01 | The principal reviews the quality of all staff members in schools required to implement turnaround plans and retains only those who have the ability to support the turnaround plan.                                     |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STA02 | The school leadership team ensures that job-embedded, ongoing professional development is provided to teachers, which is informed by the teacher evaluation and support system and is tied to teacher and student needs. |
| STA03 | The school leadership team evaluates the school schedule yearly and redesigns the schedule to include sufficient time for teacher collaboration.                                                                         |
| STA04 | The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.                                                                               |
| STA05 | The school leadership team ensures that the core instructional program is research-based, rigorous, and aligned with State academic content standards.                                                                   |
| STA06 | The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.                                                            |
| STA07 | The school leadership team and staff collaboration teams have a plan for using data to inform decisions about the instructional core and continuous, system-wide improvement.                                            |
| STA08 | The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).                                                |
| STA09 | The school leadership team provides ongoing mechanisms for families and the community to be meaningfully engaged in decisions that impact school improvement and the school environment.                                 |

## School Turnaround Plan Scoring Rubric

District: \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 Reviewer Name: \_\_\_\_\_

**As a result of the review, the overall plan:**

☐ Approved

☐ Needs Revision

The following scoring rubric has been developed in order to facilitate the formal SDE/LEA review of School Turnaround Plans. LEAs are responsible for the quality of School Turnaround Plans. This rubric may be used by the LEA as part of meaningful process for reviewing and providing feedback in the turnaround planning process. The completed rubric is designed to provide feedback to district and school leadership teams as to where their plan is exemplary, and where they might focus during continued school improvement efforts.

**At least one SMART Goal focusing on student achievement has been completed:** ☐ Yes ☐ No

**A Continuous Improvement Plan has been completed:**

*Year 1, a minimum of 10 indicators have been planned for.* ☐ Yes ☐ No

*Year 2, an additional 10 indicators have been planned for.* ☐ Yes ☐ No

*Year 3, an additional 10 indicators have been planned for.* ☐ Yes ☐ No

**The Alignment of Evaluation and State Funding Plan has been completed:** ☐ Yes ☐ No

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

|                                                                                                                                                      |                                      |                                     |                                         |                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>School Leadership and Decision Making</b>                                                                                                         |                                      |                                     |                                         |                                         |
| Indicators: ID01-ID13; IE01- IE13; IF01-IF10                                                                                                         |                                      |                                     |                                         |                                         |
| <i>Year 1</i> , all indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No                         |                                      |                                     |                                         |                                         |
| <i>Year 1</i> , required indicators ID07, ID10, ID11, IE05, and IE07 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No |                                      |                                     |                                         |                                         |
| <i>Year 2</i> , required indicators IE08, IE09 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No                       |                                      |                                     |                                         |                                         |
| Assess                                                                                                                                               | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                                                                 | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                                                              | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                                                                      |                                      |                                     |                                         |                                         |

|                                                                                                                                             |                                      |                                     |                                         |                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Curriculum, Assessment and Instructional Planning</b>                                                                                    |                                      |                                     |                                         |                                         |
| Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15                                                                              |                                      |                                     |                                         |                                         |
| <i>Year 1</i> , required indicator IID15 has been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No                     |                                      |                                     |                                         |                                         |
| <i>Year 2</i> , all indicators in this category have been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No                |                                      |                                     |                                         |                                         |
| <i>Year 2</i> , required indicators IIB01, IIB05, and IID09 have been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No |                                      |                                     |                                         |                                         |
| Assess                                                                                                                                      | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                                                        | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                                                     | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                                                             |                                      |                                     |                                         |                                         |

|                                                                                                                             |                                      |                                     |                                         |                                         |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Classroom Instruction</b>                                                                                                |                                      |                                     |                                         |                                         |
| Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12                                                                     |                                      |                                     |                                         |                                         |
| <i>Year 1</i> , Required indicator IIIA01 has been planned for: <input type="checkbox"/> Yes <input type="checkbox"/> No    |                                      |                                     |                                         |                                         |
| <i>Year 3</i> , All indicators in this category has been assessed: <input type="checkbox"/> Yes <input type="checkbox"/> No |                                      |                                     |                                         |                                         |
| Assess                                                                                                                      | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Plan                                                                                                                        | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Monitor                                                                                                                     | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| Reviewer Notes:                                                                                                             |                                      |                                     |                                         |                                         |

|                                                                 |                                      |                                     |                                         |                                         |
|-----------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Family and Community Engagement</b>                          |                                      |                                     |                                         |                                         |
| Indicators: IVC01- IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01 |                                      |                                     |                                         |                                         |
| <b>Assess</b>                                                   | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| <b>Plan</b>                                                     | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| <b>Monitor</b>                                                  | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| <b>Reviewer Notes:</b>                                          |                                      |                                     |                                         |                                         |

|                                                                                                                                               |                                      |                                     |                                         |                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Secondary School Indicators</b>                                                                                                            |                                      |                                     |                                         |                                         |
| Indicators: VA01-VA24                                                                                                                         |                                      |                                     |                                         |                                         |
| <i>Secondary Schools Year 1, all indicators in this category have been assessed:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No |                                      |                                     |                                         |                                         |
| <b>Assess</b>                                                                                                                                 | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| <b>Plan</b>                                                                                                                                   | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| <b>Monitor</b>                                                                                                                                | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| <b>Reviewer Notes:</b>                                                                                                                        |                                      |                                     |                                         |                                         |

|                                                                                                                             |                                      |                                     |                                         |                                         |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>School Turnaround Plan</b>                                                                                               |                                      |                                     |                                         |                                         |
| Indicators: STA01-STA09                                                                                                     |                                      |                                     |                                         |                                         |
| <i>Year 1, all indicators in this category have been assessed:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No |                                      |                                     |                                         |                                         |
| <i>Year 1, all indicators have been planned for:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No               |                                      |                                     |                                         |                                         |
| <i>Year 2, all indicators show progress toward completion:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No     |                                      |                                     |                                         |                                         |
| <i>Year 3, all indicators show progress toward completion:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No     |                                      |                                     |                                         |                                         |
| <b>Assess</b>                                                                                                               | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| <b>Plan</b>                                                                                                                 | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| <b>Monitor</b>                                                                                                              | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Needs Revision | <input type="checkbox"/> Not Applicable |
| <b>Reviewer Notes:</b>                                                                                                      |                                      |                                     |                                         |                                         |

|                           |
|---------------------------|
| <b>Summary of Review:</b> |
|                           |

# Assurances

# 2012-2013 Assurance Form Cover Sheet

In order to better process the school improvement plans, please complete this cover sheet and send with the completed assurance page for your district. Please submit one cover sheet per LEA, along with one set of completed assurance pages that will apply to all school(s) listed. Copy and submit an additional coversheet if needed to accommodate a larger number of schools.

Whereas, the quality of school improvement plans submitted to the state for review is ultimately the responsibility of the LEA, all assurance forms must be submitted by the LEA. Assurance forms sent from the schools will not be accepted.

The list of districts and schools required to submit a School Improvement Plan for 2012-2013 can be found at: <http://www.sde.idaho.gov/site/schoolImprovement/>

## District Contact Person for Plan(s):

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_  
Position: \_\_\_\_\_ Email: \_\_\_\_\_

| Name and Number of LEA | Required to Submit Plan?                                 | If Yes, Date Plan Submitted? |
|------------------------|----------------------------------------------------------|------------------------------|
|                        | Yes <input type="checkbox"/> No <input type="checkbox"/> |                              |

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

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

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



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

**2012-2013 Improvement Planning and Implementation  
Statement of Assurance**

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

- ☐ The School-level Improvement, Continuous, Rapid and Turnaround Plans (listed on attached 2012-2013 Assurance Form Cover Sheet) have been subject to a documented, meaningful, and thorough district-level review process prior to providing LEA approval and are being submitted in their final form for state verification.
- ☐ The District has partnered, as applicable, with any schools in Turnaround Planning to ensure a successful plan for alternative governance and will hold the school accountable accordingly.
- ☐ The District Improvement Plan was developed by a district leadership team and accurately represents the goals of the Superintendent and Board of Trustees.

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

# **Technical Assistance**

# School Improvement Technical Assistance

## Statewide School Improvement Office

In partnership with the Idaho State Department of Education and the Regional School Improvement Centers, the Statewide School Improvement Office provides technical assistance and support for districts and schools in need of improvement, as defined by the No Child Left Behind Act. Technical assistance to these districts and schools includes provision and coordination of professional development, school improvement planning, fostering collaboration, and enhancement of regional, district, and school capacities to better serve students.

## Regional School Improvement Centers

In order to support the regional delivery of school improvement supports, the Idaho State Department of Education has partnered with several Idaho Universities to create Regional School Improvement Centers. The goal of this partnership with University of Idaho, Boise State University, and Idaho State University is to strengthen partnership & coordination between teacher & administrative preparation programs, K-12 districts & schools, and state School Improvement efforts. The School Improvement Regional Support Centers organize regional technical assistance and services of Capacity Builders in the Idaho Building Capacity Project.

## Director, Statewide System of Support

Steve Underwood



### Statewide School Improvement Technical Assistance

Shasta Oswald, School Improvement Specialist

[soswald@sde.idaho.gov](mailto:soswald@sde.idaho.gov)

(208) 426-2154

### North – Regions I & II (University of Idaho)

Deb Long, Regional School Improvement Coordinator

[dlong@uidaho.edu](mailto:dlong@uidaho.edu)

(208) 292-1408

### Southwest – Region III (Boise State University)

Lori Furgerson, Regional School Improvement Coordinator

[lorifurgerson@boisestate.edu](mailto:lorifurgerson@boisestate.edu)

(208) 426-5399

### Southeast – Regions IV, V & VI (Idaho State University)

Deb Pfost, Regional School Improvement Coordinator

[pfosdebr@isu.edu](mailto:pfosdebr@isu.edu)

(208) 403-3698

# Federal Program Monitoring & Technical Assistance

Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring has been significantly redesigned with the intent of being a collaborative partnership between the state and districts.

State monitoring teams provide technical assistance during the review visit and beyond. It is not the ISDE's intent to tell a district how to run its programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, leveraging all federal requirements to benefit both students and the district.

For technical assistance with monitoring, compliance, or Title programs and their designs, please feel free to contact:

**Marcia Beckman**

ESEA/Title I Programs Director

(208) 332-6953

[mbeckman@sde.idaho.gov](mailto:mbeckman@sde.idaho.gov)

[www.sde.idaho.gov/site/title\\_one/](http://www.sde.idaho.gov/site/title_one/)

**Fernanda Brendefur**

Coordinator of Title III (LEP)

(208) 332-6905

[fbrendefur@sde.idaho.gov](mailto:fbrendefur@sde.idaho.gov)

[www.sde.idaho.gov/site/lep/](http://www.sde.idaho.gov/site/lep/)

**Teresa Burgess**

Title II-A Coordinator (Teacher Quality)

(208) 332-6891

[tburgess@sde.idaho.gov](mailto:tburgess@sde.idaho.gov)

[www.sde.idaho.gov/site/title\\_two/](http://www.sde.idaho.gov/site/title_two/)

**Karen Seay**

Title I-A Coordinator (Basic Programs)  
& Title X (Homeless Education)

(208) 332-6978

[kjseay@sde.idaho.gov](mailto:kjseay@sde.idaho.gov)

[www.sde.idaho.gov/site/homeless\\_edu/](http://www.sde.idaho.gov/site/homeless_edu/)

**Mary Lou Wells**

Title I-C Coordinator (Migrant)

(208) 332-6958

[mlwells@sde.idaho.gov](mailto:mlwells@sde.idaho.gov)

[www.sde.idaho.gov/site/migrant\\_edu/](http://www.sde.idaho.gov/site/migrant_edu/)

## Other Programs and Technical Assistance



### **21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)**

The 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B, of the No Child Left Behind Act. The program is designed to provide academic enrichment opportunities, art, music, recreation, intramural and life time sports, drug and violence prevention and youth development activities to students during non-school hours. The program also offers families of students served by community learning centers opportunities for educational

development. The amount of federal money allocated to the state for this program is determined by population. Grant funds can be used to serve Pre K -12 grade.

Idaho currently distributes 38 grants serving 101 centers throughout the State.

For more information and to view the current funding application timeline please visit <http://www.sde.idaho.gov/site/cclc/> or contact:

**Matt Hyde**

Coordinator

(208) 332-6960

Fax (208) 334-2228

[mhyde@sde.idaho.gov](mailto:mhyde@sde.idaho.gov)

**Camille McCashland**

Program Specialist

(208) 332-6960

Fax (208) 334-2228

[cmccashland@sde.idaho.gov](mailto:cmccashland@sde.idaho.gov)

## **Educator Evaluations**

Idaho has created, and continues to develop, statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels. Educator evaluations should not be treated as a pass/fail assessment. Our goal is to provide educators a framework to prepare and measure the impact of their teaching or leadership practices. Idaho's educator evaluations are to provide a common understanding of effective teaching and leadership while enhancing professional practices of educators so as to positively impact student learning.

We know that the quality of the teacher in the classroom is the most important factor in a student's academic success. Our goal is to design a continuum of support, from pre-service through induction and on, through career-long professional development to strengthen the skills and abilities of all teachers. We know that teachers can achieve greater success if provided opportunities for collaboration, professional growth, and teacher leadership.

One of the priorities of the ISDE is to emphasize the principal's role as an instructional leader who is proficient in assessing teacher performance and carrying out reflective conversations to promote each teacher's growth. Administrators will be charged with the responsibility for appraising or evaluating certificated personnel performance. It is imperative that evaluators are trained in the observation process and that the data is fair, reliable, defensible, and valid.

For more information, please go to <http://www.sde.idaho.gov/site/teacherEval/> or contact:

### **Becky Martin**

Teacher Quality Coordinator

(208) 332-6855

[bmartin@sde.idaho.gov](mailto:bmartin@sde.idaho.gov)

## **Family & Community Engagement**

Within the WISE Tool, the State has added additional School Community Indicators to specifically target evidence-based strategies and activities that have been shown to strengthen the connection between schools and the community. The SDE has also partnered with Academic Development Institute (ADI) to provide the Family Engagement Tool (FET, formerly the Parent Involvement Analysis, PIA) as a companion tool that helps districts and schools assess and meaningfully address parent involvement policies and practices. The use of the FET supports districts in meeting Title I regulations and creating a plan to meaningfully involve families and the community in decision-making centered on continuous improvement. Analysis and planning takes place at a school level, but the tool allows for district and state review and support. Due to shifts in grant funding from the U.S. Department of Education that formerly supported this project free of charge through ADI; this tool is now only available for a fee for the two year planning period. Please contact Matt Hyde with the SDE or ADI for more information about this and other available resources.

For more information, go to <http://www.sde.idaho.gov/site/parentinvolvement/> or contact:

### **Matt Hyde**

Parent & Community Involvement Coordinator

(208) 332-6917

[myhde@sde.idaho.gov](mailto:myhde@sde.idaho.gov)



## **Idaho Building Capacity**

The Idaho Building Capacity (IBC) Project is a cornerstone of Idaho's Statewide System of Support for Idaho schools and districts that are in needs improvement status according to No Child Left Behind. The project provides scaffolded support designed to assist Local Education Agencies in building their own internal leadership capacity to implement and sustain school and district improvement efforts. A rigorous school and district selection process has been developed, with a goal to select schools and districts that are most in need of support, serve a high proportion of at-risk students, and have limited local resources to meet those needs. The project is sponsored and directed by the State Department of Education, but designed and delivered in partnership with regional school improvement centers at Boise State University, Idaho State University, and the University of Idaho.

Applications for participation in the IBC project are due October 15, 2012.

For more information, please go to <http://www.sde.idaho.gov/site/ssos/IBC.htm> or contact:

### **Shasta Oswald**

School Improvement Specialist

(208) 426-2154

[soswald@sde.idaho.gov](mailto:soswald@sde.idaho.gov)

## **Network of Innovative School Leaders (NISL)**

The Idaho Network of Innovative School Leaders (NISL) is a project developed by the Idaho State Department of Education (SDE) to support the work of building level administration in improving outcomes for all students by focusing on the quality of instruction. NISL is a new project that will be replacing the Principals Academy of Leadership (PALs), while building on its success. NISL will continue to focus on the important areas of Leadership, Instructional Rounds, Professional Growth, and Collegial Connection, while taking advantage of the power in networking both between schools and within schools. As the Network of Innovative School Leaders expands support will be offered to both principals and key members of their leadership teams.

For more information, please go to <http://www.sde.idaho.gov/site/ssos/NISL.htm> or contact:

### **Greg Alexander**

System Improvement and Turnaround Leadership Coordinator

(208) 332-6869

[galexander@sde.idaho.gov](mailto:galexander@sde.idaho.gov)



## **Response to Intervention**

Idaho's Response to Intervention is part of our statewide system of support. It is a *preventative process* that schools can use to assist all children academically or behaviorally. This multi-tiered (sometimes known as multi-level) framework promotes school improvement through high quality, standards-based instruction and evidence based interventions that are matched to students' academic, social-emotional, and behavioral needs. RTI seeks to maximize student achievement and reduce behavior problems through universal screeners, early analysis of data, frequent progress monitoring checks, and researched based instructional practices. RTI uses a problem solving team approach based on data with urgency and efficiency to maximize the growth of all students to prepare them to be successful adults in the 21<sup>st</sup> century.

For more information, please contact:

### **Adria David**

Response to Intervention Coordinator

(208)332-6979

[adavid@sde.idaho.gov](mailto:adavid@sde.idaho.gov)



## **Special Education Statewide Technical Assistance (SESTA)**

The SESTA project is designed to help build capacity within school systems statewide and empower special education staff to become instructional leaders and experts in their specific fields of practice.

The mission of the project is to provide statewide coordinated technical assistance and high quality professional development opportunities to Idaho special education personnel. Project activities will build capacity and maximize school improvement efforts by bringing special education personnel and regular education personnel together to integrate services for students with disabilities.

The project goals are as follows:

- To increase the use of consultants and coaches delivering specialized skills to support school improvement.
- To build statewide capacity for improved special education services.
- To improve special education teacher retention.
- To facilitate district buy in to “grow their own experts”.
- To provide professional development opportunities.
- To create ongoing professional development with higher education opportunities for Idaho special educators.

For more information, please go to <http://csi.boisestate.edu/sesta> or contact:

### **Rich Henderson**

Director, Special Education  
(208) 332-6806  
[rhenderson@sde.idaho.gov](mailto:rhenderson@sde.idaho.gov)

### **Gina Hopper**

SESTA Associate Director  
(208) 426-4363  
[ginahopper@sde.idaho.gov](mailto:ginahopper@sde.idaho.gov)

## **Superintendents Network of Support**

The Idaho Superintendents Network of Support is a project developed by ISDE in conjunction with Neuhaus Education Center and BSU’s Center for School Improvement. It supports the work of district leaders in improving outcomes for all students by focusing on the quality of instruction.

The network is comprised of over 30 superintendents who work together to develop a cohesive and dedicated leadership community focused on excellence in teaching. They support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their districts. The Department acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the state together to discuss self-identified issues.

For more information, please go to <http://www.sde.idaho.gov/site/ssos/suptNetworkofSupport/> or contact:

### **Steve Underwood**

Director, Statewide System of Support  
(208) 332-6922  
[sunderwood@sde.idaho.gov](mailto:sunderwood@sde.idaho.gov)